

Министерство образования и науки Российской Федерации  
Федеральное государственное автономное образовательное учреждение  
высшего образования  
«Уральский федеральный университет  
имени Первого Президента России Б.Н. Ельцина»  
Институт гуманитарных наук и искусств  
Кафедра управления персоналом и психологии

ДОПУСТИТЬ К ЗАЩИТЕ В ГАК

Зав. кафедрой \_\_\_\_\_

\_\_\_\_\_ О.В.Охотников

«\_\_\_\_\_» \_\_\_\_\_ 201\_\_ г.

CREATION AND USE OF COMPETENCY MODEL FOR THE DETECTION  
OF TRAINING NEEDS IN THE METAL TRADE COMPANY,  
EKATERINBURG, RUSSIAN FEDERATION

Магистерская диссертация  
Пояснительная записка  
38.03.04 «Управление персоналом»

Руководитель: доцент, к.ф.н.

Е.В. Лысенко

Нормоконтролер

Е.В.Лысенко

Студент гр. ГИМ-152805у

Л.Д. Нунес Гависия

Екатеринбург

2016

## ЗАДАНИЕ

## **ABSTRACT**

For final qualifying work: "Creation and Use of Competency Model for the Detection of Training Needs in the company OOO Energostal, Ekaterinburg, Russian Federation".

The Master Thesis performed on 98 sheets (A4 format, font Times New Roman, font size 14, 1.5 line spacing), excluding attachments.

Number of tables – 0 (excluding attachments).

The number of figures – 53 (excluding attachments).

The number of formulae - 0 (excluding attachments).

Key terms: Competency model, Detection of training needs, competence, training.

Final qualifying work consists of introduction, three parts, conclusion, bibliographical list, applications.

In the theoretical part presents the basic concepts, objectives of assessment, its types and forms, stages, criteria and methods.

In the practical part describes the General characteristics of the investigated enterprise and the activities of the personnel management, the analysis of the effectiveness of certification of the personnel in the OOO Energostal, Ekaterinburg, Russian Federation.

Based on these results, we have developed proposals to improve certification.

In conclusion, the results in accordance with object

## CONTENT

ABSTRACT .....	7
INTRODUCTION.....	8
<i>The object of research</i> .....	12
<i>The matter of research</i> .....	12
<i>The goal</i> .....	12
<i>Aims of research</i> .....	12
<i>Theoretical basis of research</i> .....	13
<i>Delimitation and limitations</i> .....	14
<i>Methods of research</i> .....	14
1. COMPETENCE APPROACH AS A BASE OF TRAINING OF PERSONNEL .....	15
1.1 Theoretical basis of understanding the model of skills as an element of hr-management .....	15
1.1.2. Competence .....	16
1.1.2 Model of skills .....	18
1.1.3 Directory of competencies.....	19
1.1.4 Implementation of the competency model .....	20
1.1.5 Stages for the implementation of the model.....	20
1.1.6. Identification of the key factors of the organization .....	21
1.1.7 Definition skills directory .....	21
1.1.8. <i>Identification of the skills of each job profile</i> .....	22
1.1.9 <i>Assessment of personal competencies</i> .....	22
1.1.10 <i>the skills gap identification</i> .....	23
1.1.11 <i>Elaboration of action plans</i> .....	23
1.1.11. <i>Application of the model to different subsystems of human resources management</i> .....	23
1.1.12 <i>analysis and job description</i> .....	24

1.1.13. competency-based selection. ....	25
1.1.15. competency-based performance evaluation. ....	26
1.1.16. Competency-based career plans .....	28
1.1.17. competency-based succession plans .....	29
1.1 Theoretical base of understanding the training as an element of HR – management .....	29
1.1.1 Theories and training.....	29
1.2.2 Training.....	30
1.2.3 Types of training .....	31
1.2.4 Pre service Training.....	31
1.2.5 In service Training.....	31
1.2.6 Induction or Orientation Training.....	32
1.2.7 Planned Introduction.....	34
1.2.8 Foundation Training .....	35
1.2.9 On the Job Training .....	36
1.2.10 Refresher or maintenance training .....	38
1.3 Detection needs .....	39
2 ANALYSIS OF COMPETENCE APPROACH	IN
ORGANIZATION OOO ENERGOSTAL, EKATERINBURG, RUSSIAN FEDERATION .....	42
2.1 Characteristic organization as the object of management .....	42
SWOT-analysis of the organization .....	45
2.2 Analysis of staff .....	47
2.3 Evaluation of the motivation system of the organization .....	48
2.3.1 Methods of research of organizational model of skills.....	50
2.3.2 Results of the research of the organizational motivation system.....	51
Person 1.....	51
Person 2.....	54
Person 3.....	56
Person 4.....	58

<b>Person 5.....</b>	<b>60</b>
<b>Person 6.....</b>	<b>62</b>
<b>Person 7.....</b>	<b>65</b>
<b>Person 8.....</b>	<b>68</b>
<b>Person 9.....</b>	<b>71</b>
<b>Person 10.....</b>	<b>73</b>
<b>Person 11.....</b>	<b>76</b>
<b>Person 12.....</b>	<b>78</b>
<b>Person 13.....</b>	<b>81</b>
<b>Persona 14.....</b>	<b>84</b>
<b>Persona 15.....</b>	<b>86</b>
<b>Persona 16.....</b>	<b>88</b>
<b>3. RECOMMENDATIONS OF IMPROVING THE ORGANIZATIONAL COMPETENCES .....</b>	<b>92</b>
<b>CONCLUSIONS.....</b>	<b>99</b>
<b>Bibliography .....</b>	<b>100</b>
<b>Appendix. ....</b>	<b>Ошибка! Закладка не определена.</b>

## **ABSTRACT**

The research was made in a Russian Metallurgic company dedicated to the sale of metal produced in the region of Yekaterinburg of Oblast. The investigation it is a study case which the employer required for the organization. This research is seeking to create a competencies model, in which is included the basics skills required for the employee. In addition, the model, will serve as a guideline for the creation of programs to training to the staff, in turn, will allow to see the progress of the personal post training.

Nowadays, the biggest challenge for the Department of Human Resources of organizations is the development of the talent management. The talent is a strategic asset of enterprises. The new business paradigm is focused on people and results.

Russia companies are ready to introduce the most innovative strategies to compete at international levels.

At present you can locate a competency model (focused on the company and its needs), also, is the assessment by the employees of the company, as well as the results obtained. Finally, you will find suggestions of training, which were obtained from the evaluation. The goal is to improve and develop the employees starting from the diagnosis and follow-up in their evolution within the company.

## INTRODUCTION

In 2015, the biggest challenge for the Department of Human Resources of organizations is the development of the talent management, the experts are agree and the data demonstrate, according to a survey conducted by The Boston Consulting Group (BCG) and the European Association for Personnel Management (EAPM) (2014) that was performed on a random sample of 1,350 executives from 27 different European countries: talent management is a point of priority.

The talent is a strategic asset of enterprises. The new business paradigm is focused on people and results. That believes in it and act on it - not only of Word - can increase the benefits and increased personal satisfaction.

Today, companies have to base its competitive advantage on strategies that support in the proximity with the client, in the speed of response and, of course, on the capacity for innovation.

It is important to the right management of talent, and it is that is three times more expensive for a company make a new hire, compared to retain some of their most valuable assets. Examples of this are the data provided by experts in managing people where it is mentioned that, can take up to six months for a new employee comes to acquire the appropriate work productivity. Also it needed nothing less than eighteen months to integrate into the culture of the company and finally have to pass twenty-four months for the new team member is available to meet the strategy and activity of the company where I've become part.

And, the loss of a qualified employee could generate a huge cost for the organization which results in: Loss of knowledge, redistribution of functions produced to the vacancy, recruitment and selection, integration to the company's new employee, training new team member recruited, low initial productivity, cost of equipment and slow the cost of inefficiencies caused by the uncertainty of the employee.



An Effective talent management, in the company, can guarantee, retaining the most productive and best qualified professionals. Retention, today is the issue of most concern to employers. Unlike what happened a few years ago when the attraction of candidates was the priority, at present, given the talent shortage looming, it seems necessary to learn to cope with the circumstances and be prepared to remain competitive. As shown in a study by Deloitte, 71% of the people who participated in the study they considered, "high" or "very high" the concern about retaining talent in the coming year. In turn, 66% said they had the same concern to retain high potential talent.

For the development of the talent management, can carry out various strategies, including education and training, professional development, career planning, performance monitoring and evaluation.

The model or competency profile provides a series of methods and techniques that allow to strengthen those key competencies to achieve an excellent performance in the individual training. The comparison between the competency model and competencies that the individual actually has highlight the resulting gap between current performance and which should be, and in this way identified training or training needs to be covered.

Know what are those needs through the theory of competencies gives the company the chance to set clearer concepts about specific aspects of knowledge, behavior, attitudes, skills, motivations and character traits, and skills directly involved in functions and tasks performed by the individual in their work. This will allow training plans that are prepared to pursue more specific purposes results in the short and medium term, avoiding that the objectives of this plan to turn on hard-to-develop areas losing in this way resources.

The emergence of the logic of competencies in the production sector, is motivated by the big changes and their impact on professional activities and the Organization of work. It has particular impact in the management of human resources. From this point usually you define as a "management model that allows to evaluate the specific competences which requires employment of the person who runs it, is also a tool that allows you to make more flexible the Organization, since it manages to separate the Organization of the work of managing people, introducing them as major actors in the processes of change of enterprises and finally" help create competitive advantages of the Organization" [1]. In businesses, of all sizes, who regard their employees as an important source of competitive advantage and as assets and agents of change, they can be more innovative and sustainable, and to that end, companies must identify qualifications needed, promote a culture of lifelong learning, promote training in the workplace and facilitate the exchange of knowledge. Sustainable enterprises integrate human resources development into its strategy and act with equity in developing the skills and competencies of their employees, investing in resources human, they compete successfully in world markets increasingly demanding and integrated, in where the segmentation of the labor market is also verified in the business structure and productivity levels are high. The development of competencies is fundamental for labor force increase the labor productivity, the expertise of partners to maximize, people skills will take full advantage and having higher levels of satisfaction. Society perceives the impact of skills development through better quality jobs, higher rates of occupation and formality, social inclusion, respect for labour rights and competitiveness within the same organization, in local markets and in global markets. The training must respond to the productive, technological, information, employment and socio-cultural environment, as well as characteristics, conditions, needs and expectations of their subjects of attention, likewise, the training and development competency, can

contribute to the construction of fairer societies, help resolve some forms of employment exclusion within and outside the company. This is the double appropriateness of training, both social and economic. A suitable learning environment stimulates team, the construction of knowledge and better attitudes, motivations and values learning, which leads to a better social and labor integration. The recognition granted by means of a certificate of competence, is valued in the labour market and in education, promoting social participation and commitment to lifelong learning.

At the same time, a competency model will help close to all employees follow, must be understood that it is highly necessary to carry out monitoring of an employee, since, it is the follow-up that we view its progress in the organization.

The correct execution of a model in monitoring could guarantee the best people within our company and as a result this means competitive advantage. When assessed or measured the potential, it can be projected a future outcome which is totally uncertain, and for that it can develop, this potential should be detected.

The development of a competency model will give you the organization human resources, higher productivity, lower turnover, and therefore the economy within the Organization will be optimal.

As already mentioned at the beginning is the human resources department who is in charge of the talent management and many other tasks. The creation of a model of competencies to know exactly which points should be developed and thus have a more accurate and precise personnel development, since the specific needs of each employee and further training needs are known in general is therefore relevant to this Department.

The management of human resources will benefit with the competency model, as it improves the development of human resources, allowing to identify those employees who have greater potential, and serve in turn as a tool for career and

succession in the organization plans. In addition to producing a significant impact on productivity and motivating staff, which is reflected in the profits of the organizations.

He is expected today, human resources management participate actively in the processes of change and undertakes to communicate openly and clearly what is happening in the Organization, helping to build a flexible organization with ability to adapt and make sure the behaviors necessary to strengthen the organizational culture. The model of competence grants human resources management a leadership role, a more active role, operational efficiency, aimed at the transformation and change, dedicated to developing the talents of the members of the Organization and able to facilitate communication between the various levels.

Employees on the other hand, will enjoy the most suitable training. On the other hand they will feel important for the Organization and I reached to meet personal goals, such as professional development.

### ***The object of research***

The object of this research presented in this paper, it is the model of skills in the organization 000 Energostal in Russia.

### ***The matter of research***

The matter of this research it is the creation of a competency model as the key to the analysis of needs of training in the company.

### ***The goal***

The overall purpose of this research is to create a model of competence according to the Organization, in addition to knowing that competencies are employees within the Organization and which need to be improved, in order to create a proper detection of needs for relevant training.

### ***Aims of research***

- Find out what participants skills in the organization.

- To assess competencies in each of their employees.
- Describe results of group and individual way.
- Analyze results of the assessed competencies.
- Detect training needs
- Make proposals for training

### ***Theoretical basis of research***

“Personnel management is concerned with the effective use of the skills of people. They may be in store, clerks in an office, sales people operators in a factory, or technicians in a research laboratory. In a business, personnel management starts with the recruiting and hiring of qualified people and continues with directing and encouraging their growth as they encounter problems and tensions that arise in working toward established goals” [2]. Also, the human resources department pretends to create the success of the organization starting from the recruitment. By hiring the correct talent and sending those to the areas where they are required to develop the persons will be.

“Human Resource management is based in the efficient utilization of employees in achieving two main goals within a corporation or other type of organization. The first goal is to effectively make use of the talents and abilities of employees to achieve the operational objectives that are the ultimate aim of the organization. "Along with realizing the goals of the organization, Human Resource management also seeks to ensure that the individual employee is satisfied with both the working environment and the compensation and benefits that he or she receives." [3]. The author refers to the right way of managing the correct talent. How it can be potentially used for the success of the organization bringing to correct synergy of parts that complete the organization.

Human resource management works to ensure that employees are able to meet the organization's goals. Human resource management is responsible for how people

are treated in organizations. "It is responsible for bringing people into the organization, helping them perform their work, compensating them for their labors, and solving problems that arise" [4]. Talking about the management, the writer refers to the word responsible. Responsible involves many processes that will assure that the individual that it is being managed inside the organization will develop all their capacities. The capacities and abilities developed in a correct way will assure the right performance of the talent staff.

"A series of activities which: first enable working people and their employing organizations to agree about the objectives and nature of their working relationship and, secondly, ensures that the agreement is fulfilled." [5]

### ***Delimitation and limitations***

- The research will be to study of case in 16 of the employees in a Russian company applied during May to June of 2016.
- The limitations of this study will be language barrier and the business culture.

### ***Methods of research***

#### ***1. Presentation, interview and observation.***

In the first step, was solicited a meeting with the Director and Managers of the organization. There saw a clear panorama. To get to know in firsthand what the organization needs and how they define themselves. In addition a visit was made by facilities and met with the staff.

#### ***2. Questionnaire for the Director.***

About the competences, and what kind the skills they need in every position of the organization.

#### ***3. Model of competences.***

According to the needs of the organization.

# **1. APPROACH OF COMPETENCE AS A BASE OF TRAINING OF TRAINING NEEDS PERSONNEL**

## **1.1 Theoretical basis of understanding the model of competence as an element of hr-management**

Rapid change imposed by markets, increasingly global, competitive and complex organizations, necessarily impacts on their expected performance, not only in terms of survival, but also competitiveness. As it is to be expected, this requires significant companies internal restructuring, which do not escape therefore the human resources management and organizational structures. In a more horizontal shaping work organization and that prioritize the strategic value of knowledge, hierarchical relationships tend to be replaced by working groups with greater responsibility and power. It seems obvious that organizations of the future will facilitate more and better information, as well as also be supported more people and less jobs. Indeed, strategic decisions that can be taken from a company in such sense, are necessarily linked with restructuring of its human resource management programs. It is in this context that the competency model appears as a new mode of management, whose main objective is to ensure that persons assigned to the different activities are the most suitable for the function. At the same time, allows to integrate all subsystems that make up the human resources management (selection, induction, plans for career, training, evaluation of performance, decoupling, etc) around the concept of competencies.

The concept of competencies is not new, but the competency management grows in importance in the business world: its application to offer the novelty of a management style in which raw material the human factor, in which each person, starting with the own directors, should contribute their best professional and personal qualities to the organization. Timeliness of this approach is that its basic conception recognizes that the company's human resources are that allow you to achieve a

sustainable competitive advantage in the long term. In the classical literature of management of human resources, authors such as Lucia and Lepsinger [6], identified, among others, the following benefits derived from a human resources management by competences:

- facilitates the alignment of the behavior to the strategy and values of the organization.

- It contributes to maximize productivity

- It provides the flexibility to change

- Ensures that the specifications of the charges focus on behaviors causally linked to a successful performance.

### **1.1.1. Competence**

According to Spencer and Spencer [7] competition "is an underlying characteristic of an individual that is causally related to a standard of effectiveness and/or with superior performance in a job or situation". Underlying feature means that competition is a deep part of the personality and that you can predict behavior in a variety of situations and labor challenges. Causally related does competition originates or anticipated behavior and performance. Standard of effectiveness concerns that competition predicts who will do something well and who poorly, in relation to a specific criterion or a standard set earlier. Ultimately, competencies are fundamental characteristics of the person that indicate "forms of behavior or thought, which generalize different situations and that persist for a long period of time reasonably" [7]. In this line of thought, the authors suggest that five types of features can be identified:

Motivations: are the interests that a person believes or wants to consistently. The motivations "lead, direct and select" behavior towards certain actions or goals,



and away from others. Example: motivated people to get achievements, constantly set challenging goals, take responsibilities for compliance and used the feedback to perform better. -Traits: physical characteristics and consistent responses to certain situations or information. Example: "reaction time" and "good vision" s physical traits type for fighter pilots. -The concept of itself: it's attitudes, values or image that a person has of itself. Example: the self-confidence, to be able to perform well in any situation, security is part of the concept itself. -Knowledge: constitute the information a person has about contents of specific areas. Example: knowledge of a surgeon of the anatomy of the nerves and muscles in the human body. -Skills: make up the ability to perform a certain task, physical or mental. Example: the physical skill of a dentist is to work the piece without damaging the nerve. There are many other definitions of competences, and although they can introduce small nuances in general refer to these concepts: knowledge, abilities, personal characteristics, attitudes or values. Everyone has a set of attributes and skills, acquired or inborn, that define their competencies for a certain activity. However discover skills not required to thoroughly study the physical, psychological, or emotional profile of each person. Interested in only those characteristics that make effective to people within the company. Many authors use the iceberg model to illustrate the competency model. In this way, at the top of the iceberg (viewable area) are competencies that are easier to detect and develop, such as skills and expertise, while at the base (not viewable area) are the most difficult to assess and develop attitudes and values that form the core of the personality. For Spencer & Spencer\_[7]-, many organizations are selected on the basis of knowledge and skills and assume that new employees possess the fundamental motivation and features, or that these competencies can be infused through a good management. However, based on the concept of competition, these authors argue that probably it would be more profitable to these organizations select based on motivations and personal characteristics and teach the knowledge and skills required to perform a

specific job. "Are you can teach a Turkey to climb a tree, but it is easier to hire a squirrel".

Competencies can be also be classified into generic and specific. The first depart from the strategy of the business and the values of the Organization and are shared by all members of the Organization, example customer orientation, team work. These are the capabilities that the organization needs to develop and implement the defined strategy and this requires a prior work of senior management to define their "model of success". Specific competencies are based on processes and sub-processes of the Organization, e.g.. RR HH management, marketing. We believe should be made a clarification in relation to the knowledge-related competencies. These should be linked exclusively with the specific knowledge, not formal training. The requirements of formal knowledge (e.g. degree), is a requirement of the charge, exclusive or preferential, depending on the case, but it is advisable to not think of it as a competition, since it is not developable by the organization.

### **1.1.2 Model of skills**

The competence model provides a description in terms of behaviors, knowledge, skills and attitudes necessary for performance of high value. Observation and measurement of these behavior patterns allow us to act on its development, becoming critical factors for the success of individual and corporate performance: a position or function, an organization in particular or during the execution of a particular strategy. In summary: is a specific description and practice of effective performance at work, not a list of features. The competency model is the formalization of competencies and their associated behaviors. This model can occur in different ways. It usually includes the dictionary of competencies and competency profile for each position. The dictionary of competencies details identified competencies and its description. The competency profile is developed for each office

and includes the skills necessary for successful performance in each office and the degree in which each competition must be present. In the identification and definition of responsibilities is essential the participation of maximum driving line, it cannot be in the hands of a lower level even though they are experts. Even though this work is carried out by an external consultant is there must inevitably be with senior management for the definition of competencies. The list of possible skills is infinite, therefore is the company itself, through its main management level who should define its own powers or key factors for success. In this sense, the author Martha Alles [8], expresses that "as it ascends or descends in the hierarchical scale, according to the starting point of the analysis, competencies can change or change the degree to which they are necessary. In this sense, it adds that "as well as the organizations are dynamic and people change within it, the same happens with competencies. The vision of a competition is not a static vision, varies according to positions within the same organization and varies in people who have it". For this reason, in addition to defining competencies, it is necessary to set different levels of requirements required by the competition. Once defined the same for every competition, we must proceed to assign to each position the level required for each competition (the Manager competency profile). It seems clear that is not required the same degree of competence of leadership in a sales manager who in an analyst programmer.

### **1.1.3 Directory of competencies**

Also known as dictionary of competencies, defined as the set of skills necessary for the achievement of the strategic objectives. The incorporation of a competition in the directory requires a conceptual definition of it, and the opening in different levels of requirements. The directory of competencies requires permanent updating of its content as well as the incorporation of "competences of the future" that allow to implement the strategy of tomorrow.

#### **1.1.4 Implementation of the competency model**

Then develops the different stages that must be addressed in any process of implementation of the model. It is desirable to make the implementation of the model at the level of the entire organization. This will help in obtaining better results, since the benefits will extend to all areas. Prior to the development of the different stages, we stop at mentioning some necessary conditions for the success of the model: -firstly, as already we express it, is essential to the participation and commitment of the senior management of the Organization in the construction of the model. As in so many other aspects related to the organizational culture, undertake this work, without the real support of senior management, in our opinion, it is all meaningless; simply put, we recommend to abstain. -In addition, it is necessary that there is a strong institutional support in the field of: communication, containment, and logistical support.

It must exist a reasonably stable reference framework and given broad participation to all involved.

- Determination of the team. The size and composition of the team will depend on the scope of the project. It must be integrated by a representative of the direction, promoter of the project in the Organization, and by people trained in observation techniques and experts in the interpretation of behaviors, as well as persons trained on the object of study charges.

#### **1.1.5 Stages for the implementation of the model**

Synthetically, we can define the following steps to implement a competency model:

- a) identification of the key factors of the organization;
- b) definition of the directory of competencies;

- c) identification of the skills of each job type profile;
- d) assessment of personal competencies;
- e) identification of the gap.
- f) Development of action plans to reduce gap identified.

#### **1.1.6. Identification of the key factors of the organization**

The key factors of the Organization should reflect its strategy. Skills, knowledge, and skills needed for the Organization to implement it, should translate, at the individual level, on the competencies required for each position. For Spencer and Spencer, the process of defining the organizational strategy refers to the steps that an organization performs to identify their goals and critical success factors, and to develop their strategic plans to achieve these goals. Once identified these strategic aspects, the next step will consist of infer from them, individual competencies that ensure the organization achieving those results. In this way we will link capabilities requiring the Organization, analyzed from a strategic perspective, with individual competencies to develop allowing align with the organizational individual efforts. The success of the model depends strongly on a proper definition of the strategy, in that it provides to the Organization expected outcomes and achieve really align organizational plays them individual with strategic objectives.

#### **1.1.7 Definition skills directory**

As noted above, the dictionary of competencies, defined as the set of skills necessary for the achievement of the strategic objectives of the organization. It includes both the specific and generic or organizational skills. This stage, then, is to develop the document covering identified competencies, the conceptual definition of the same, and its opening in different levels of requirements (degrees). While

organizational competencies in general respond to the Group's skills (e.g. leadership, planning and teamwork), specific, given that arise from processes and threads management, in general correspond to the Group of knowledge and also the skills of. We highlight that competencies linked to personal characteristics, those that are represented in the non-visible part of the iceberg, and that therefore were the most hard-to-develop, in general no are chosen as competition in this instance, just by its nature of "non-developable". In these cases we recommend to define them as requirements mutually exclusive for the selection of staff since it is desirable that selected on the basis of the same.

#### **1.1.8. Identification of the skills of each job profile**

In this instance, is assigned to each job required competencies and the degree in which the same should be required. It should be recalled, that the competencies that are required for a job are those that have been demonstrated by the occupants of excellent performance as causally related to that superior performance differentiating capabilities.

#### **1.1.9 Assessment of personal competencies.**

Once the design of the professional profiles (assign to each requirement of each competition level), corresponds to proceed to the analysis or assessment of personal competencies. To do this, organizations use a number of methodologies, which have advantages and disadvantages depending on the type of competition to evaluate, the time and resources available. The best known are: evaluations of hierarchical superior, 360 ° evaluation, assessment center and theoretical and practical tests. In this regard, it is desirable that competition has been certified from its application in

practice, by the experience, and that the methods associated with the evaluation of the performance are the most recommendable for the validation of the same.

#### **1.1.10 The skills gap identification**

The model of competencies allows to evaluate people by comparing them to the skills of the job profile, analyzing the gap between the strengths of the candidate and their development needs and the capabilities required.

#### **1.1.11 Elaboration of action plans**

From the identification of the gap in the skills profile the various processes of management of human resources (designed under the skills approach) is operable for purposes of reducing it and thus achieve the greater possible rapprochement between the post and its occupant. Starting from analyzing the gap the company will know what to do in the future: train, change jobs or develop in the future to its staff. Here the definition of the model. Then we will analyze how the different systems of management of human resources under the management approach to implement competency-based. It is to them that we must turn from now on in order to reduce the skills gap.

#### **1.1.11. Application of the model to different subsystems of human resources management**

Competency models, play a vital role in each of the competency-based human resources management systems. Identifying the skills needed for a successful or higher work performance, an organization can focus their systems of selection, training and development, performance assessment, succession planning, career

planning and compensation among others. It is thus that powers models make up a nucleus around which, you can create a set of policies and techniques of logically interrelated human resources. For this different processes must conform to the model replacing the traditional lists of features required in profiles by the competencies defined by the senior management of the company. As a result, after developing the model, the challenge will be to integrate human resource management systems. To achieve a successful integration, it is important that the Organization be clear what will be possible applications of the model, before you begin your development. Many organizations prefer to introduce the model in their systems in a gradual way. The application of the model to the systems of selection and training and development, in a first stage, will more easily get approval of the staff, if you try to apply from the beginning to the performance evaluation and succession planning systems.

We will briefly discuss their application to different systems:

#### **1.1.12 Analysis and job description**

The first process that must deal with a company that you want to implement a competency model is the description of positions by competence. The cornerstone is from there it is possible to implement all other human resources processes. The long list of personal characteristics that are usually included in the traditional job profiles should be replaced by the profile of competencies required for the position. In this regard, we must be clear that the remaining components of the description of positions by the traditional scheme are maintained. I.e., the identification and location of the post, its functional content, their hierarchical interrelationships, the requirements of experience, formal training, working conditions and all other data deemed relevant to relieve organizations. In synthesis, the skills profile replaces the profile psychological-labor and the specific knowledge, the remainder of the stands description information.



### **1.1.13. Competency-based selection**

The selection is the process by which is chosen, a group of candidates, those who demonstrate own capabilities more adjusted to the requirements of the office, the Organization, the Chief and group. As Spencer and Spencer [7], the better it is the fit between the requirements of the position and powers of the person, higher will be the performance in office and the job satisfaction. Competency-based selection systems are oriented to the achievement of this objective. From the job competency profile, in the selection process will be sought in candidates the presence of the (actual or potential) critical skills for success in the position. Selection systems based on competencies, therefore, put the accent on the identification of a few (three to five) core competencies that meet the following conditions:

1 - Competencies applicants have developed and demonstrated already in your working life

2 - Powers with which it is possible to predict the prospects for success in the long term of the candidate and that are hard to develop through training in the company or experience at work (eg. achievement motivation).

3 - Competences which can be evaluated reliably using a brief and well focused interview (BEI) incidents. Other authors of Hay Group [9], expressed that competitions for selection model, must contain the lowest possible number of competencies. Normally, a careful analysis will reveal that 6 or 7 are only competencies that support the key elements of performance in office, and which explain most of the differences between the occupants of high performance and medium. These are skills that should constitute the main point of attention of the selection system. The number of competencies of the selection model is can maintain a manageable level if it is determined what skills total, can undergo training and development, and therefore not be included in the selection model. Training or

development of some powers takes more time than the others. As a result, this author says that, although good results training people in skills-level motivations can be obtained, normally will result more practical to select looking for competencies at the level of motivation and personality traits. In other words, the powers of type motivations and traits, as motivation for achievement or the initiative even though they can be developed, the cost-benefit ratio will be better, if he hires people who already have these skills. For, Spencer and Spencer [7], the rule is: the selection trumps training. On the contrary, the competencies that organization can easily teach applicants, should be removed selection model.

#### **1.1.14. Competency-based performance evaluation**

Spencer and Spencer [7], define performance management as the cycle in which supervisors work together with staff responsible for:-define responsibilities and expectations, and establish goals and objectives for a certain period. -Provide feedback and support during their performance to be evaluated. -Formally evaluate the performance at the end of the period. Performance evaluation systems based on competencies in addition to evaluate according to the standards of performance in work and more traditional results, added job behaviors necessary to perform specific job tasks. Data about the behavior at work are typically used to make decisions concerning capacity development. Through this tool, organizations seek to reinforce the behaviors in order to stimulate the incorporation of required competencies. Facilitates feedback and coaching of the person, identifying the competencies that must be achieved for a successful performance in his job. The first step in the development of this model consists of identifying the competencies required for successful or higher performance in present or future positions, and detail examples of specific behaviors against which to perform the evaluation. Then you should design a system of performance management that combines planning, management and

evaluation of the results of the performance and behaviors demonstrated by the powers. According to Spencer and spencer, this is called a mixed model management of performance or a total performance management approach, since it allows to assess both the results of performance and behaviors that demonstrate the presence of competences that predict successful performance on the job. You can apply both traditional by the hierarchical superior evaluation and evaluation 360 °. This latter process involves obtaining comments on the performance of a person, by colleagues, subordinates, customers, suppliers, etc. Whatever the system used, should give priority to the training of managers and subordinates (evaluators and evaluated). The first must commit themselves explicitly to provide formal training employees and other activities to develop competencies for the period to be assessed. For this reason it is very important that trained them is so they can make a proper performance management. On the other hand the formation of the performance management, which is their role, such as self-assessment and how to reach a consensus with his superiors regarding skills development activities. Competency-based training and development. Training and development is the process by which provides the person elements to acquire required skills in a charge, allowing you to perform successfully. Lucia and Lepsinger [6], argue that using a competency model as the basis of a system of training and development, will help the Organization to prevent adoption of a short term perspective or trends are followed in that matter. These authors point out four major benefits of a training system based on competencies:-allows you to focus on behaviors and relevant skills. -It ensures the alignment of training and development to organizational objectives. -Allows you to use more cash for training and development. -It provides a frame of reference for directors and managers ("coach"). From the evaluations of the competencies of staff, organizations operable necessary training plans for skills training in their different objectives: acquire knowledge, skills or you can change attitudes.

### **1.1.16. Competency-based career plans**

For Antonio Carretta [10], based on competences, career planning can be described as a road map that connects the various positions that can be chained during the cycle of life of the people in a particular organization. Career and succession plans must combine knowledge and specific skills with competencies required behavioural requirements. They change and evolve according to the evolution of the map of jobs. For career plans competences should be analyzed in relation to the individual and as required by the post to which it is expected to promote it in the future. This tool allows you to retain key staff and prepare it for future career opportunities. Competency-based career planning, will allow to analyze the differences between the skills required to pass to a target position and existing competences at present, by what movements between charges shall be based on uniform and accepted by all criteria. Without a doubt, this employee also helps you understand how aspect system helps the Organization to ensure transparent human resources planning, and enables you to determine the possibilities of promotion and staffing needs, as well as the creation of training and development for each competition of the career plan, thus preparing the candidates for a particular role. The development of a competency-based career plan involves:

- design a road map within the organization that connects the various positions within the organization indicating the precedence among the families of charges.
- In each case, identify differentiating competencies with respect to the previous charges.
- Define (training or selection), recommendations for each competition of the career plan.

### **1.1.17. Competency-based succession plans**

Planning the succession based on competencies, focuses on the identification of the most suitable candidates for the key posts of an organization. We could say that with career plans, constitute the two sides of the same coin. While career plans, try to identify the jobs that best suit the powers of a certain person by their skills requirements, succession, from a vacant post plans, seek to identify the person whose skills are best inserted with the skills of the post profile to cover. Effective succession plans not only to identify individuals who are ready to be promoted, they also allow to create a guide to develop other candidates with high potential. Succession planning systems create demands for skills-based training and development, and career planning systems. Once people identify the gap between the powers that possess and those required in key positions, they will need training and other development activities to bridge the gap. For this reason, we see how the succession plan depends largely on the quality of other human resources management systems. From there that the best system of succession plan will not succeed unless the selection, training and development and performance evaluation systems work effectively.

## **1.2 Theoretical base of understanding the training as an element of hr – management**

### **1.2.1 Theories and training**

When we talk about training we have to know first what we refer as training. Training can be seen in different ways as a method of preparing a person for a specific or several tasks. This tasks involve a certain knowledge and skills that the individual has to be able to do. From the psychological point of view "The more one understands learning theories, the better he or she will be able to make decisions and apply them to

achieving the objectives." The behaviorists, the cognitivists, and the humanists emphasize different aspects of the teaching-learning process in their approaches. While the behaviorists external stress conditions (environment) resulting in observations and measurable changes in behavior, the cognitivists are more concerned with how the mind works (mental processes such as coding, categorizing, and representing information in memory). The humanists, on the other hand, emphasize the affective (e.g., emotions, attitudes) aspects of human behavior that influence learning [11]. In extension systems, effective training must be able to take care of all the theories of learning in order to change the *action*, *belief*, and *knowledge* components of a trainee simultaneously. *Andragogy* (a theory of adult learning) is usually used rather than *pedagogy* (a theory of child learning) in extension training. "

### **1.2.2 Training**

According to literature there are three types of ways of training (1) the traditional approach, (2) the experiential approach, and (3) the performance-based approach [12]. In the first subject, the traditional talent involves how to plan it is written to develop the staff in training based on a series of steps. This steps are managed in order of pulling the right skills from the people and creating. In the second one, the approach refers to create and put experiences to the staff during the process. Based on experiences that can be real or simulated, the staff that is being trained can experience certain situations. The situations will give them the knowledge of what to do or what not to do in situations. In the third the evaluation takes part as the trainee grows and moves on during the process. By looking at certain skills, attitudes and aptitudes the trainer will say if he is good or not.

### **1.2.3 Types of training**

Training may broadly be categorized into two types: preservice training and in service training. Preservice training is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma. Inservice training, on the other hand, is offered by the organization from time to time for the development of skills and knowledge of the incumbents [13]. Like the authors say, the types of training can be differentiated by the education that the individual takes to prepare himself for a future job and the one that the companies gives to them during their work. The companies give the specific training to achieve the internal and external goals. This type of training involves and prepare the staff for certain skills only, so as a result, the final product of their work can be productive.

### **1.2.4 Pre service Training**

Talking about pre service training in a more colloquial way, it refers to the stage where the students study in order to obtain a degree in diploma in a certain area. This method is to prepare for a more unique way to apply for a job developing certain skills in a general way. Only in few areas like medicine the trainee will develop specific skills for their job. The main point of this type of training is that educational institutions will offer and train the future staff by certain methods and guidelines according to the region, situation and needs.

### **1.2.5 In service Training**

"It is a program designed to strengthen the competencies of extension workers while they are on the job" [14]. In service training develops skills that the employee

have. These aptitudes or skills are based in the daily routine that the staff may experience day by day. The staff will learn thanks to experiences and develop various techniques that will provide solutions for problems. The main theme in this program is to show and develop techniques focused in what the employee experiences daily.

According to the literature, "Inservice training may broadly be categorized into five different types: (1) induction or orientation training, (2) foundation training, (3) on-the-job training, (4) refresher or maintenance training, and (5) career development training." All of these stages are required in order to develop the correct emphasis and aptitudes of the employee. Using these steps will guide the employee to correct and deliver success to the company meanwhile learning new techniques and ways to work.

### **1.2.6 Induction or Orientation Training**

Induction referred to formal training programs that an employee had to complete before they could start work

Orientation was the informal information giving that made the recruit aware of the comfort issues - where the facilities are, what time lunch is and so forth. How long should the induction process take?

It starts when the job ad is written, continues through the selection process and is not complete until the new team member is comfortable as a full contributor to the organization's goals.

The first hour on day one is a critical component - signing on, issuing keys and passwords, explaining no go zones, emergency procedures, meeting the people that you will interact with all have to be done immediately. Until they are done the newcomer is on the payroll, but is not employed.

After that it is a matter of just-in-time training - expanding the content as new duties are undertaken.



Induction training is given immediately after employment to enter the new extension staff members to their positions. It begins on the first day the new employee is on the job. This type of training is aimed at acquainting the new employee with the organization and its personnel. Induction training for all new personnel should develop an attitude of personal dedication to the service of people and the organization. This kind of training supplements whatever pre service training the new personnel might have had. Concerning the characteristics of a new employee, Van Dersal [15] said that when people start to work in an organization for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do and whom they will work with. They are likely to be more attentive and open-minded than experienced employees.

In fact, the most favorable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

The Induction duly helps employees to undergo each and every phase of environment of Company and an introduction to his team and others. It gives them the platform of knowing and understanding the culture and knowing "Who is who". It is such a phase which gives a glimpse of entire Organization in that short span.

The process:

The Induction and Orientation program is done on the basis to make the employee

Whether permanent or temporary or trainees get the feel of self-belongingness and work comfortably in the new culture.

The molding program might be different for different employees but the purpose is the same.

### **1.2.7 Planned Introduction**

"It is a Planned Introduction of employees to their jobs, their co-workers and the organization per is."

Orientation conveys 4 types of information:

1. Daily Work Routine
2. Organization Profile
3. Importance of Jobs to the organization
4. Detailed Orientation Presentations

Purpose of Orientation;

1. To make new employees feel at home in new environment
2. To remove their anxiety about new workplace
3. To remove their inadequacies about new peers
4. To remove worries about their job performance
5. To provide them job information, environment

Types of Orientation Programs

1. Formal or Informal
2. Individual or Group
3. Serial or Disjunctive

Prerequisites of Effective Orientation Program

1. Prepare for receiving new employee
2. Determine information new employee wants to know
3. Determine how to present information
4. Completion of Paperwork

Problems of Orientations

1. Busy or Untrained supervisor
2. Too much information
3. Overloaded with paperwork

4. Given menial tasks and interests discourage
5. Demanding tasks where failure chances are high
6. Employee thrown into action soon
7. Wrong perceptions of employees

### **1.2.8 Foundation Training**

Foundation training is in - service training which is also appropriate for newly recruited personnel. Besides technical competence and routine instruction about the organization, every staff member needs some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism as well as assistance in report writing.

Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life.

This training is offered to update and maintain the specialized subject matter knowledge of the incumbents. Refresher training keeps the specialists, administrators, subject matter officers, supervisors, and frontline workers updated and enables them to add to the knowledge and skills they already have. Maintenance or refresher training usually deals with new information and new methods, as well as review of older materials. This type of training is needed both to keep employees at the peak of their possible production and to prevent them from getting into a rut.

### 1.2.9 On the Job Training

On-the-job training is training that takes place while employees are actually working. It means that skills can be gained while trainees are carrying out their jobs. This benefits both employees and the business. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The business benefits by ensuring that the training is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time.

There are several methods of providing on-the-job training. Four frequently used methods are briefly described here:

*Coaching* - an experienced member of staff will help trainees learn skills and processes through providing instructions or demonstrations (or both). **Coaching** is training or development in which a person called to *coach* supports a learner in achieving a specific personal or professional goal. The learner is sometimes called a *coachee*.

Occasionally, *coaching* may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from *mentoring* in focusing on specific tasks or objectives, as opposed to general goals or overall development.

*Mentoring* - each trainee is allocated to an established member of staff who acts as a guide and helper. Mentor usually offers more personal support than coach, although the terms 'mentor' and 'coach' are often used interchangeably. **Mentorship** is a relationship in which a more experienced or more knowledgeable person helps to guide to less experienced or less knowledgeable person. The mentor may be older or younger, but have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn.

The person in receipt of mentorship may be referred to as a *protégé* (male), a *protégée* (female), an apprentice or, in recent years, a **mentee**.

*Mentoring* is a process that always involves communication and is relationship based, but its precise definition is elusive,<sup>[2]</sup> with more than 50 definitions currently in use.<sup>[3]</sup> One definition of the many that have been proposed, is

Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

*Job rotation* - this is where members of staff rotate roles or tasks so that they gain experience of a full-range of jobs. **Job rotation** is to management technique that assigns trainees to various structures and departments over a period of a few years.<sup>[1]</sup> Surveys show that an increasing number of companies are using job rotation to train employees.

Organizations that use job rotation tend to be successful innovative companies and organizations with a growth and development agenda.

Job rotation is also a control to detect errors and frauds. It reduces the risk of collusion between individuals. Organizations dealing with sensitive information or system (e.g. bank) where there is an opportunity for personal gain can benefit by job rotation. Job rotation also helps in business continuity as multiple people are equally equipped to perform a job function. If an employee is not available other can handle his/her position with similar efficiency.

**Sitting next to Nellie:** this describes the process of working alongside a colleague to observe and learn the skills needed for a particular process. This can be a faster and more useful way of learning to job role than studying a written manual. The

colleague is always on hand to answer any questions or deal with any unexpected problems. On-the job training by an existing member of staff, known colloquially as 'sitting next to Nellie' is probably the most widely used development method. This method can work superbly; Nellie may have unrivalled knowledge and expertise and the desire and ability to pass it on. On the other hand, Nellie may be less than competent, uninterested in developing someone else, or (justifiably) annoyed that training someone else will slow her down to the extent that she will fall behind with her own work or lose her productivity-related bonus. This training activity to explore benefits and potential problems and involves participants in developing a checklist to ensure that Nellie is both able and motivated to carry out the training of those new to the job effectively.

#### **1.2.10 Refresher or maintenance training**

Most often refresher training is delivered in the areas of compliance, safety, quality, processes and procedures. Now, we will see why you need to refresh knowledge of your existing employees and refresher training when you have to be delivered to them. It is quite obvious that skills fade with time. There may be various reasons for this degradation of aptitudes. Most often it is because of lack of regular usage of aptitudes and choosing of alternative methods by the employees. Whatsoever the reasons may be, the needs for refresher training have to be identified and addressed, to ensure that the skills are updated and remain current. Let's see why refresher training at workplace is important:

- To retain the existing talent.
- To keep pace with the new technologies.
- To become the beneficiaries of the innovations current.
- To get the best out of your people.
- To update with the latest trends.

- To bridge the gap between boomer and millennial.

Periodic refreshments in training would be a good idea, but most often refresher training can be called for even before the specified period, when the need arises. Generally, it is delivered in cycles once in every 3 months or 6 months. Usually this period is decided based upon the kind of job, the skills and the critical safety factors required to do the job. But how can you identify when your existing employees are in need of refresher training?

Here are some signs that help you get to know the need to deliver refresher training to your employees.

- Repeatedly failing to complete the assigned tasks on/in time.
- Poor response training given to.
- Less output.
- Unwilling and indifferent attitudes.
- Frequent accidents and safety factors.
- Finding it difficult to take-up/accept new concepts.

• Thus, refresher training boosts up the self-confidence and morale of the employees. It is well-worth it to devote sufficient time to refresh your employees in current issues, to increase their competency, which ultimately increases the organization competency.

### **1.3 Detection needs**

How to determine the needs of training for Siliceo [16], determine training needs is one of the issues of greater complexity. It really is difficult to discover rightly needs that in terms of training, must be honored. It has pointed out that a company must meet present needs and anticipate and anticipate future needs. This says that they must specify: or present and short-term needs or needs in the medium and long term. This topic is from a logical point of view, the first phase of the process to which the

phenomenon of education within the company must conform, and obviously, as is forecast and planning of the administrative process functions. Without prior research needs, not you can consider if you want to, in the programming of a course. In this order of ideas, the training has basically two reasons being; on the one hand, meet present needs of enterprises, based on knowledge and attitudes and, on the other hand, provide for situations which must be resolved in advance. In this way especially State institutions will guarantee the development of human capital. The same author says that training needs can be classified thus:

- Which has an individual
- Which has a group
- Those that require immediate solution
- Those that require future solution seeking informal training activities
- Those that require formal training activities
- Those that require instruction "on the fly"
- Those that require instruction outside of work
- That the company can solve by itself those where the company needs to rely on sources of external training
- Where an individual can meet in group that an individual needs to solve on its own

### **1.3.1 Diagnosis of training needs**

Werther and Davis [17], it is that allows to establish a diagnosis of current problems and the environmental challenges that need to be address by developing long-term. To identify them needs will be more practical to give solution through a program that will satisfy every one of them. Dessler and Varela [18], point out that diagnosis of training needs is the first step of the training is to determine what training



need employees, if any, is required. Some call this process "to determine lack of skills" on the other hand Siliceo [19], indicates that the detection of needs can be understood as a comparative analysis between the tasks performed in reality against demand of tasks presented by the organization. To perform this type of analysis, you'll get a difference, which would represent the basic information for the beginning of the process of training and training. According to Bohlander and Snell [20], managers and human resources personnel should be alert to the type of training required, where and who need them, and what methods provided to improve the knowledge, skills and attitudes required by employees. That workers do not achieve productivity goals repeatedly, could be a sign that you need training. Similarly, whereby organizations receive too many complaints of customers could be suggesting that training was inadequate. On the basis of previous authors, determine that the diagnosis of training needs is the process that orients the detection of weaknesses or current and future needs of the partner, which will be attended by structuring and development of plans and programmes to strengthen knowledge, skills or attitudes in the participants of an organization in the short and long term. From this perspective identifies elements and factors that must be considered before a diagnosis of training needs.

## **2 ANALYSIS OF COMPETENCE APPROACH IN ORGANIZATION OOO ENERGOSTAL, EKATERINBURG, RUSSIAN FEDERATION**

### **2.1 Characteristic organization as the object of management**

"Energostal" LLC specializes in two main directions:

- Main activity: Shipping black, stainless steel and non-ferrous metal, a variety of special steels and alloys of presence from a warehouse in Yekaterinburg, as well as to order from manufacturers.
- In stock has always supported a wide range of metal products: Metals and metal (armature, circle, square, angles, channels, beams, hexagon, wire rod, wire, strip, channel bent), plates (hot rolled, cold rolled, low-alloyed, expanded metal, corrugated, steel sheet, galvanized, stainless steel), pipe (profile, electric welding, hot-rolled, cold-rolled) and other types of steel.

Here you can also purchase a wide range of steel grades and sizes:

- Common quality carbon;
- Carbon structural quality;
- Alloyed construction;
- Bearing;
- Spring;
- Alloyed tool;
- Heat-resistant;
- Increased strength;
- High-alloy steels, and others.

The second area of activity: metal fabrication, design and manufacture of parts of any complexity on samples and sketches of the customer. For example,

reinforcement cages, bent elements, gears, molds, dies, body parts, parts for imported machinery, and more.

For all the time Rolled metal in Ekaterinburg our company has confirmed the reputation of a reliable supplier of rolled metal products, offering a wide and popular range of metal products. We always adhere to the established delivery times, as well as offer favorable pricing terms to regular customers. In 2015 we are trusted by more than ten thousand customers throughout Russia.

High quality service, reliability, efficiency and individual approach are the main principles of our company, and the main task - the maximum satisfaction of our customers.

Competitive advantages of the company "Energostal":

- Successful cooperation with major Russian metallurgical plants;
- A wide range of products;
- Any shipment volume (from kilograms up to the car of the stock and on order);
- Complex delivery (retrofitted products missing in our warehouse);
- Pre-assembly orders in warehouses;
- Modern warehouses with rail access roads;
- Delivery of auto and rail transport (formation of teams of wagons);
- A wide range of services (cutting to size at the modern high-tech equipment, manufacture of metal structures of different complexity and purpose);
- Compliance with the quality of rolled metal guests;
- High-speed service at all stages of the order;
- Highly qualified staff;
- Individual approach to each client;
- Have a system of discounts (depending on volume) and implementation of commercial lending (regular customers).

The mission of the organization and the objectives are “To increase profitability, expansion of market position, improve performance, and increase the capacity of the Organization to update products and technologies, the improvement of human resources.” The mission it is still a draft since the organization it is growing and formalization the structure.

The activity of this organization it is the category of products, services and branch; they sell the following materials:

History and highlights of the organization:

- Date of establishment: November 9, 2010 with 3 employees.
- Company of the year.
- 2011: 5 employees.
- 2012: 8 staff members. Crisis. The withdrawal of one of the partners of the company (the founder).
- 2013: 11 employees and restoration of the organization.
- 2014: 20 staff members.
- 2015: 21 the Development. The appearance of the metal shop.
- 2016: 19 people. This year meant the development and growth of the company. Moving to their own facilities. During this year they plan to increase the number of employees up to 30 people.

According to the value and the role of the International division of labor they are categorize as a "Small business".

The organization it is located in Yekaterinburg, Russia, Sibirskiy Trakt, 12, building 1, Suite 502. No units. One Office and a small metalworking shop in Yekaterinburg, in the territory of the TPP, Western industrial zone.

Among other plans for the future they state that until the end of the year 2016-2017 first half: the challenge is for further development: to increase the number of sales & managers up to 20 people. With that they will increase the sales up to 300

million rubles per year. By focusing on the development of the metalworking Division: this Division will increase the number of up to 5 people, including a technologist.



Figure 2.1 - Sales Motivation Classification

As shown in the organigram, the organization it is divided in 3 areas in which every area has a determine number of employees. This employees are motivated according the levels of their areas. Every area has a manager and they all report to the director.

### ***SWOT-analysis of the organization***

#### ***Strengths***

- High level of professionalism of the sales managers.
- Efficiency.
- Product knowledge.
- A wide range of products and services.

- The delivery of the products.
- Many years of market experience (over 5 years).
- There are resources to verify counterparty on the "decency" through a security service that gives the possibility of excluding cooperation with dishonest suppliers, which means the client can be confident in us.
- Successful cooperation over the years with the largest suppliers of metal products, and at the expense of this lowest price for us.
- Permanent partners that provide sufficient profits even in the face of the heavy economic situation.

#### *Weaknesses*

- Weak control over the employees.
- No sufficient financial instruments: revolving funds to provide clients with delay of payment.
- No bank guarantee.
- Few paid-in capital.
- The absence of any company's balance sheet assets (property, equipment, premises, etc.).
- The absence in the State technic specialist metal.
- The lack of a unified base of suppliers and clients (in progress).
- Not developed effective motivation system for employees.

#### *Opportunities*

- Not limited by the availability of its warehouse, the possibility of cooperation with all suppliers.
- Lack of Ekaterinburg market reliable metal, a market segment with few competitors.
- The lack of major suppliers on the market with a very wide range of metal products.

### *Threats and Risks*

- High competition on the market of rolled metal products.
- No its warehouse and availability puts us in direct dependence on the major supplier of rolled steel with its warehouse.
- The policy of "traders" by some vendors, that it is reflected in the high prices of metal products for us.
- Competitiveness with vendors the ability to make some positions (in price) and on the possibility of a delay of payment.

As a conclusion of the swot-analysis and the organization, it can be seen that the organization it is young. The development of it, it has been gradual in based in number of employees and the market requirements. Thanks to the swot-analysis the organization can recognized that even though, they are located in an area highly competitive they have strengths based in their employees.

The customer service and always providing the material in time by having trustful suppliers win the customers in their region. By recognizing that there are more threats of the environment, they also see that there are markets and segments that can be explored to their benefit.

## **2.2 Analysis of staff**

As shown in the organoram (Figure 2), the organization it is conformed by:

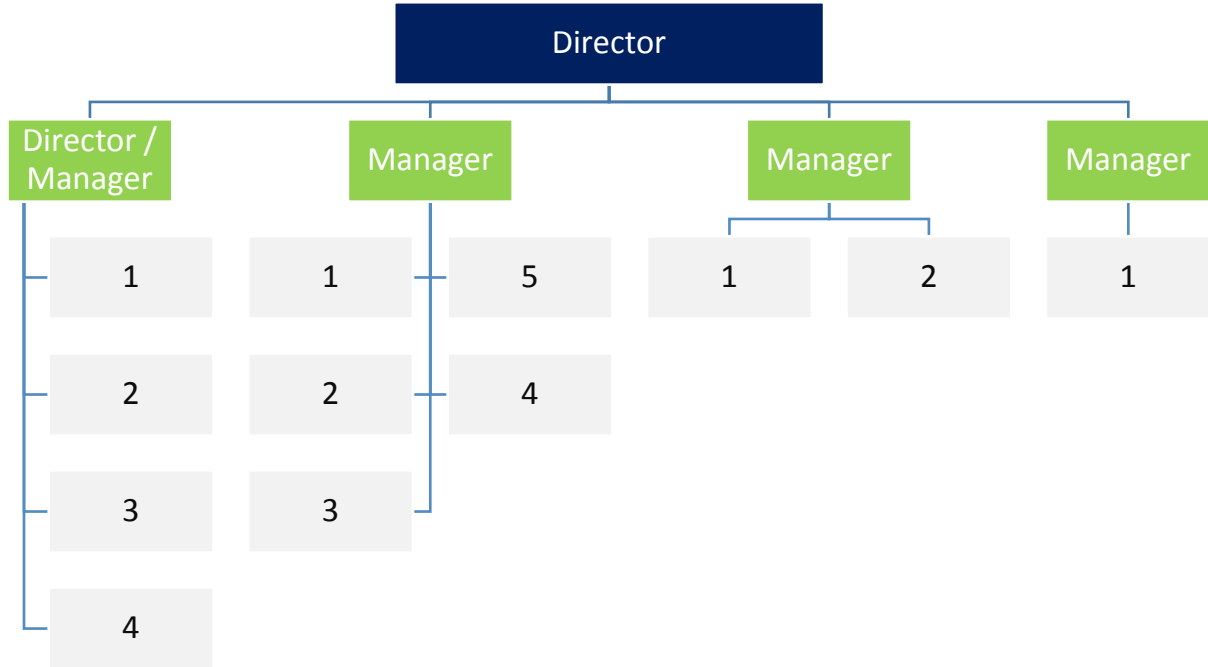


Figura 1.2 - Organizational Proposed Organigram

- 16 employees in total.
- One director that at the same time it is manager of a sales area.
- 3 managers.
- 12 employees in different levels. (Figure 1)

### 2.3 Evaluation of the motivation system of the organization

During the presentation with the Director and managers of the organization it was shown and described a unique system of motivation that the director implemented. This system was meant to be used in different stages with the



employees. These employees according to their aptitudes, skills and characteristics are part of level of department in the structure of the company.

A questionnaire (attached) was made to the director, in which it was reflected several aspects that are going to be described in the following results. This instrument was confirmed by several questions that looked for an open view of the actual situation of the organization as well as a personal point of view of the head of the company.

The results are described in several points as key findings of the questionnaire.

- Own motivation in their own department.
- Depending on how much profit will bring their employees, the head receives a premium.
- There is a division into 3 categories for management: A, B and C. Category manager is assigned depending on the size of the profits that it brought in one quarter.
- Results are summed across the company at the end of each quarter.
- As a rule, we show approval and respect in the form of applause and praise the managers of category A, as well as those employees who showed an increase compared with the previous quarter.
- Further, the results are posted for all to see (on the board of honor).
- In each category managers impose certain duties or assigned certain privileges.
- For managers of category A, I use a non-material motivation: The company offers a choice of training in the form of training, seminars, etc., which are paid by the company (in the range of 25 000 rubles).
- Category B Managers receive quarterly bonus (\$ 6 000 rubles).
- Managers of category C remain tangible and intangible benefits. They imposed more and more responsibilities.
- There is also a monthly financial motivation for all the managers of the company: every 3-4 months motivation changes.

- Head also receives an award for his victorious in employee motivation. This motivation has a competitive nature, as the results are recorded daily on a blackboard.
- Moreover, the monthly incentive I consider the fact that managers are in different circumstances, have a different experience.
- So I have a separate motivation for trainees (managers working in the company for at least 6 months and the "old times" (managers working in the company of more than 6 months).

### **2.3.1 Methods of research of organizational model of skills**

The first moment was realized a meeting with the director and Managers of the organization

This first stage was to obtain a clear panorama of what the object of the research was going to be. Also it was to get to know in firsthand what the organization needs and how they define themselves. This added a perspective and analysis by adding a general point of view.

They prepared a list of points and started to talk about these.

After to listen the points, were made questions of the points that were not clear. Subsequently held an advisory with regard to competences, finally the company decided to establish the competences and the level of importance.

It was from the last information that the competency model was created. The next step was the assessment of employees.

Once had all the results, it was decided to group by departments and was so the results were obtained.

Because it is the first time that competences within the company are handled is for that reason that there is no prior information that we could use.

## 2.3.2 Results of the research of the organizational motivation system

### 2.3.2.1 Results and conclusions of research of staff

Person 1

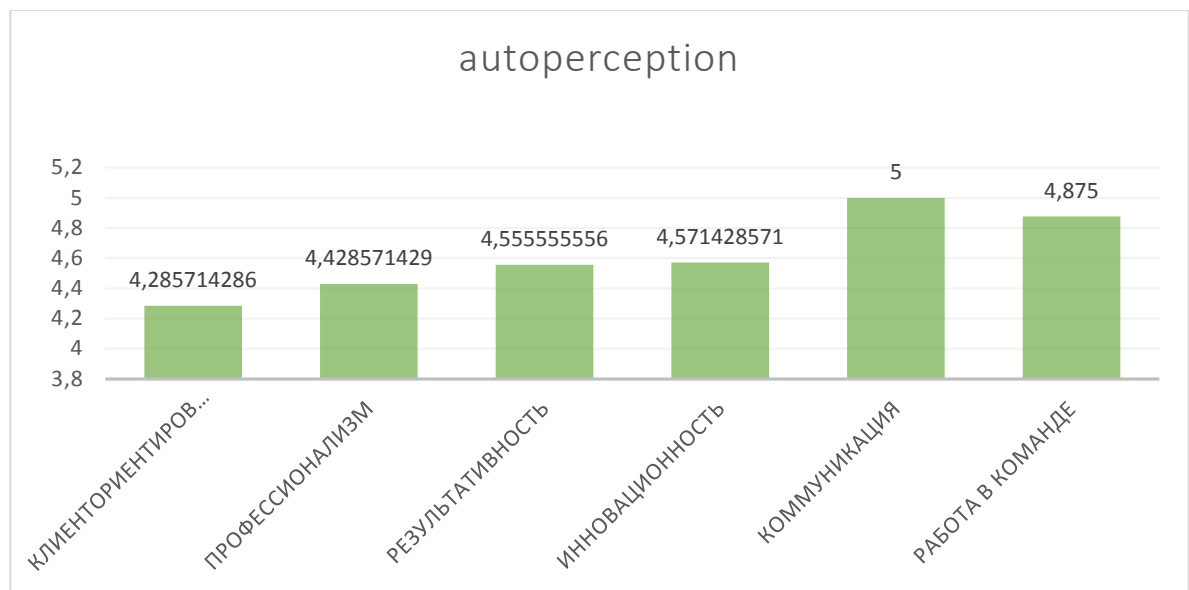


Figure 2.3 - Assessment of results of person 1

At first wants to analyze Наталья as responsible for a Department, since, although the same competencies are parsed, it is relevant to highlight that the same person is serving two different positions within the organization. It is for that reason that we considered it important to analyze each workstation separately. Наталья self-styled with scores above the average, his highest score auto was granted to the competence of COMMUNICATION which represents that she considers that you have skills as clearly to express their ideas, listen to active and properly using styles of communication depending on the opponent as well as the situation. It also manifests the expertise for effective negotiation process provides. Competition with

the lowest score as you can see in Figure 1, is the CUSTOMER FOCUS, the parameters with the lowest score are: anticipates the customer's expectation (doing slightly more than expected by the client) and offers the client all the services, products, all new products, constantly trying to expand the list of sold items.

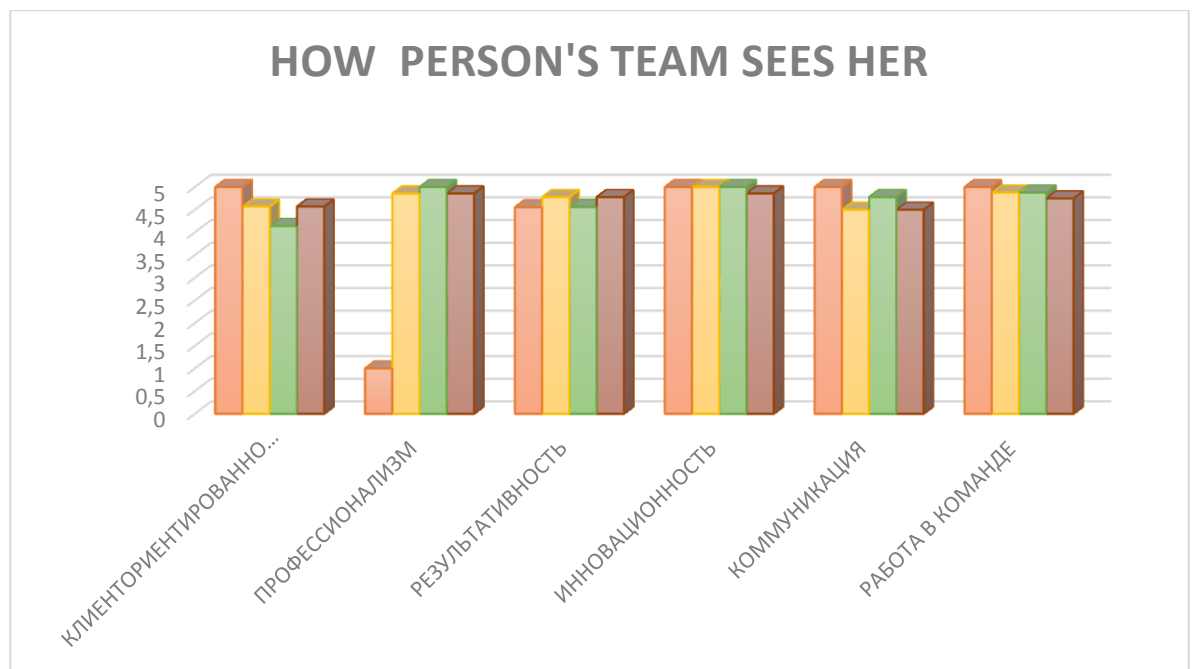


Figure 2.2 – Assessment of the team

Shows in detail the marks awarded by the team of Natalia, in general are at similar levels with the exception of the competence of PROFESSIONALISM, where we can observe a significant difference.

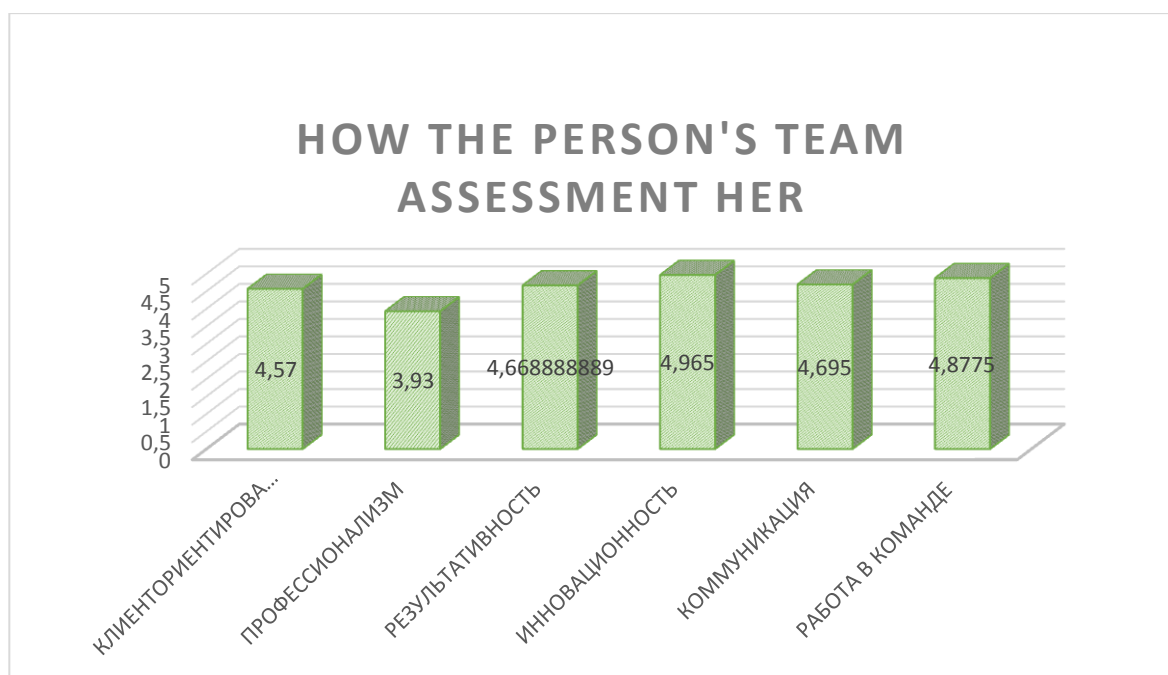


Figure 2.3 - Assessment of the team

A graph showing the average of grades obtained by the task force. It is possible to observe that all the competences are above the desired average. The competence with higher percentage is INNOVATIVENESS, the team considered that Natalia is constantly looking for new opportunities and method to improve the quality of the work, shows positive changes, is constantly in search of new trends in the sphere of activity and actively participates in activities such as training seminars and others. In addition such knowledge are brought to the practice. On the other hand, is an area of opportunity in the competence of professionalism.

## Person 2

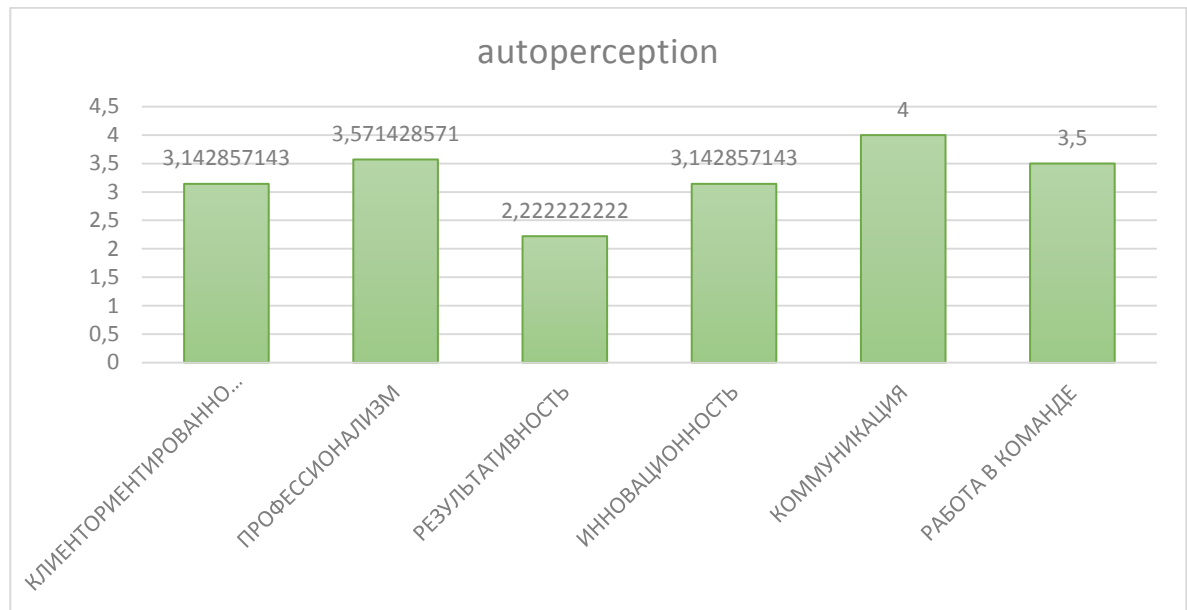


Figure 2.4 - Autoperception of person 2

Tatiana is above the mean average in the majority of competition, one of the strengths is communication, since she considers to correctly select the style of communication depending on the receiver, in addition to listen carefully and actively to the sender of the message. It also carries out an effective negotiation process, communicating properly, clearly and accurately. The area of opportunity for Tatiana is the performance, she believes that it has few skills to work according to the plan drawn up by the head, give priority in order to achieve its objectives, develop a strategy shift for the accomplishment of tasks, overcome all obstacles on the way to the goal, quickly correct mistakes during all stages of the work and carry out the middle and end of the results of its work.

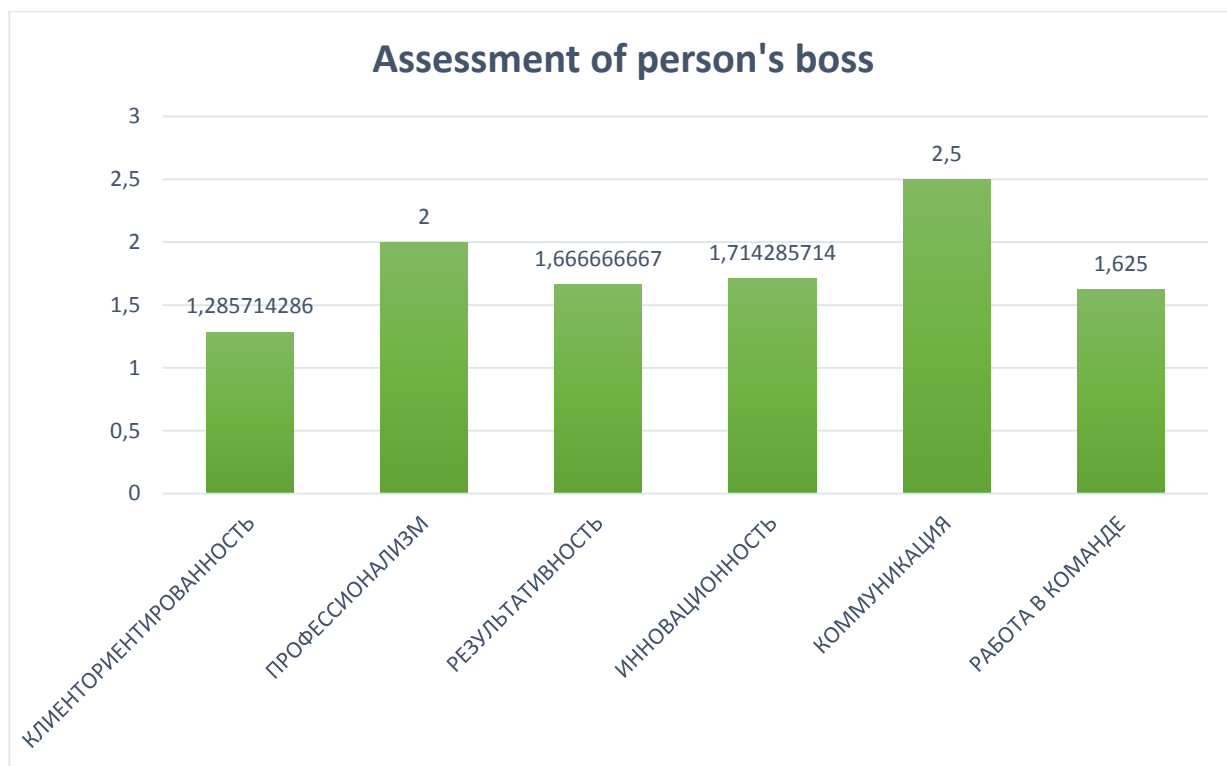


Figure 2.5 - Assessment of the boss

The results obtained in the evaluation show that Tatiana is below average, which represents that it has different areas of opportunity.

### Person 3

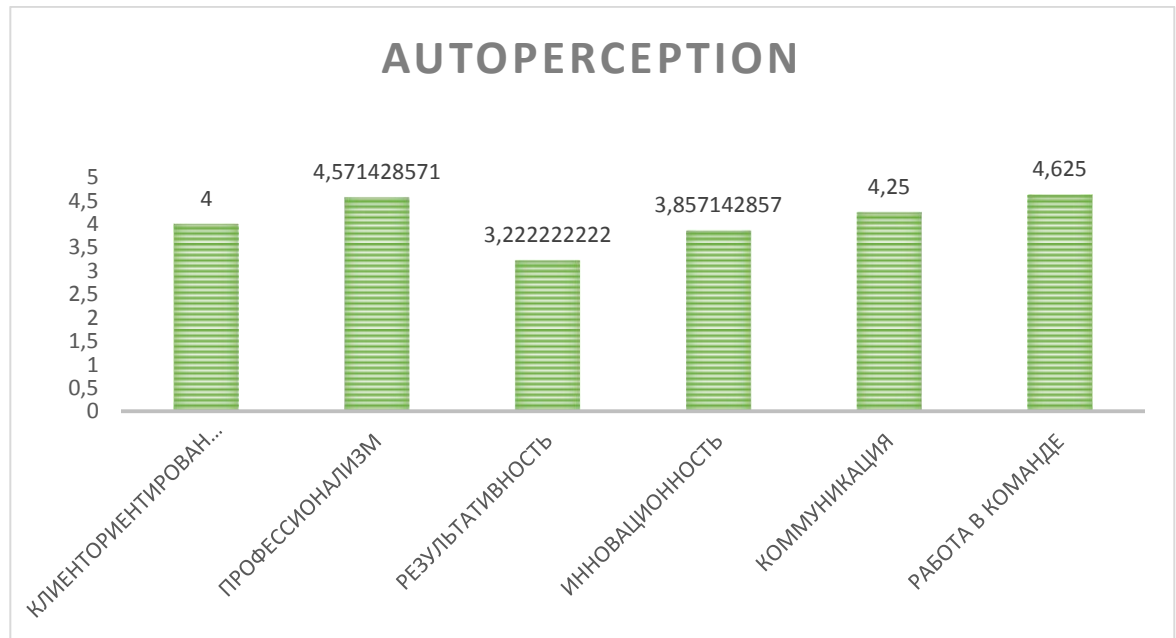


Figure 2.6 - Autoperception of person 3

As you can see in the results of the self-assessment scores are located above the average. Competition with a higher score is TEAMWORK, since it has facility to establish and maintain a good relationship with colleagues from work. It considers that it has the ability to listen carefully to the arguments of the other members of the team, also is easily the best solution. Also puts emphasis on having shared successes and wrapped to the colleagues in the decisions taken, it is important to mention that when it comes to a conflict does not seek only their interests, add the interests of all members of the team.

Although all areas are located above the average, the area of opportunity for improvement of Ketova is performance, i.e. scarce skills to work according to the plan drawn up by the head, give priority in order to achieve its objectives, develop a strategy shift for the accomplishment of tasks and overcome all obstacles on the road



to the goal quickly correct mistakes during all stages of the work and do the middle and end of the results of its work.

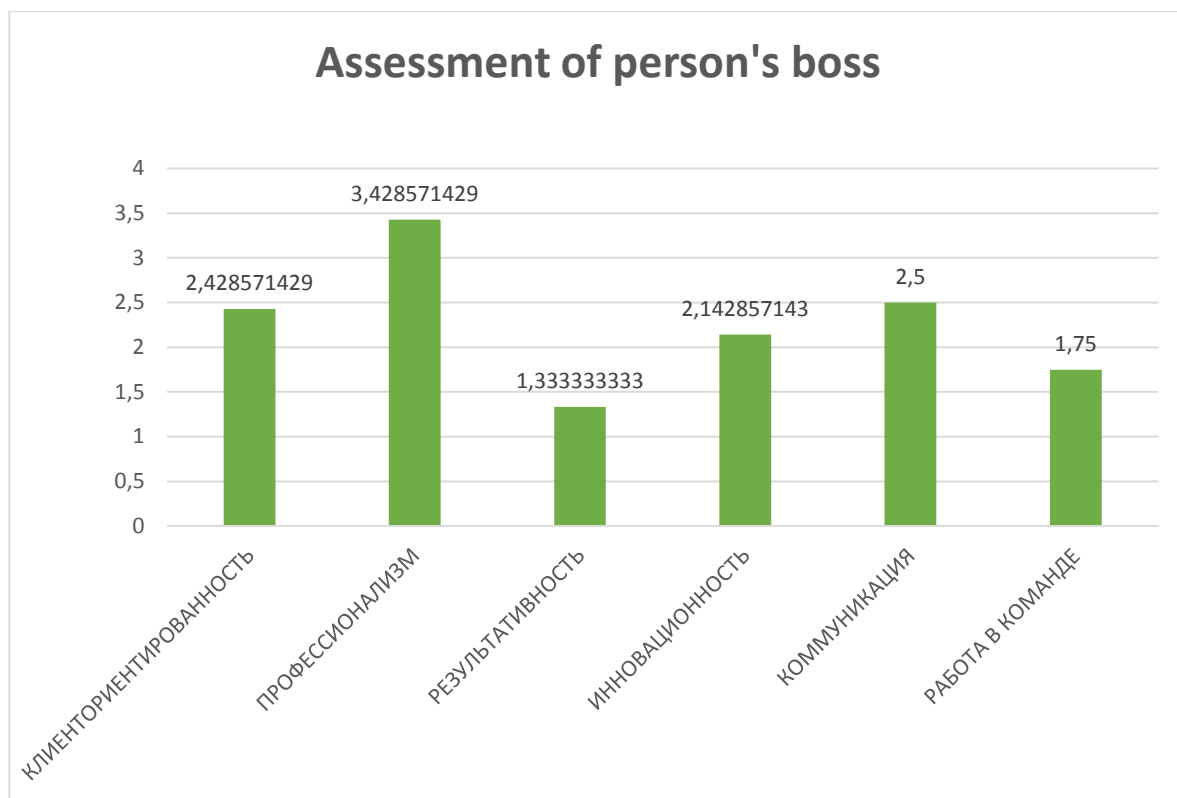


Figure 2.7 - Assessment of the boss

According to the scores awarded by the direct head of Ketova, professionalism is the area with a higher score which means that he has knowledge about the product that sells, apply a variety of techniques in the search for potential clients, and in general has a good performance at the time of the sale. On the other hand the rest of competences are in the middle or below the average, i.e., they are areas that need further development. The area with the lowest score is performance. Which represents a discrepancy between the two assessments.

## Person 4

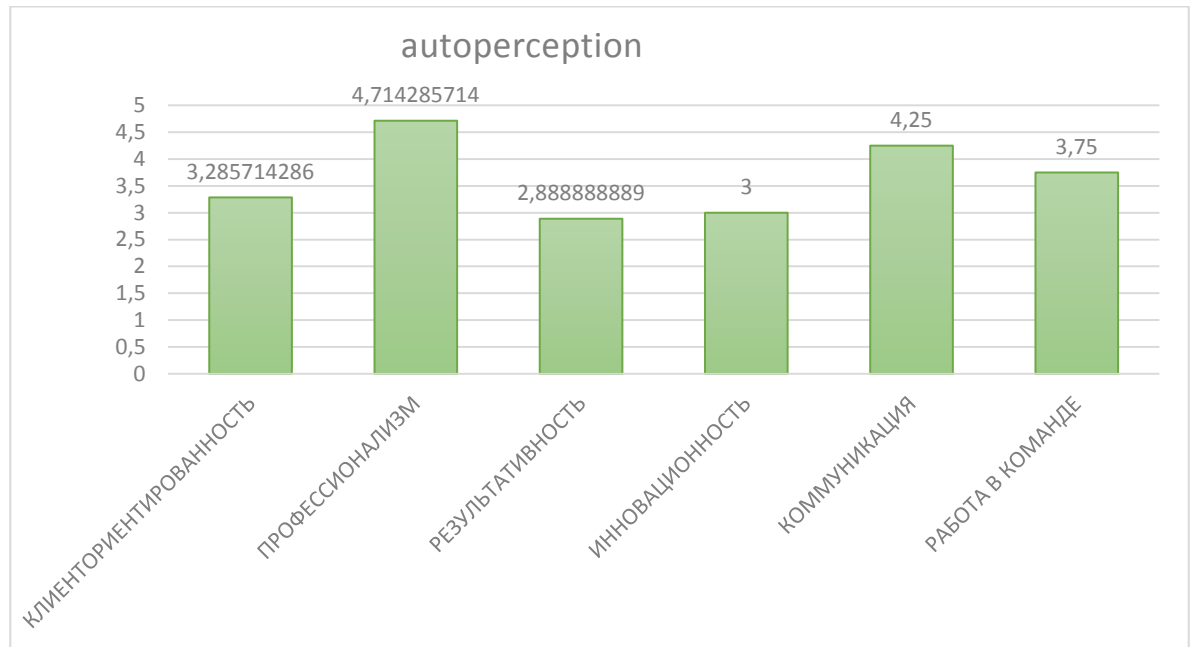


Figure 2.8 – Autoperception of person 4

Nadiejda is in general auto evaluated above the average. It should be noted that its strength is located in professionalism, which means that he has knowledge about the product that sells, apply a variety of techniques in the search for potential clients, and in general has a good performance at the time of the sale. On the other hand the competition to develop serious performance, since it lacks the skills to work according to the plan drawn up by the head, give priority in order to achieve its objectives, develop a strategy shift for the accomplishment of tasks, overcome all obstacles on the way to the goal, quickly correct mistakes during all stages of the work and carry out the middle and end of the results of its work.

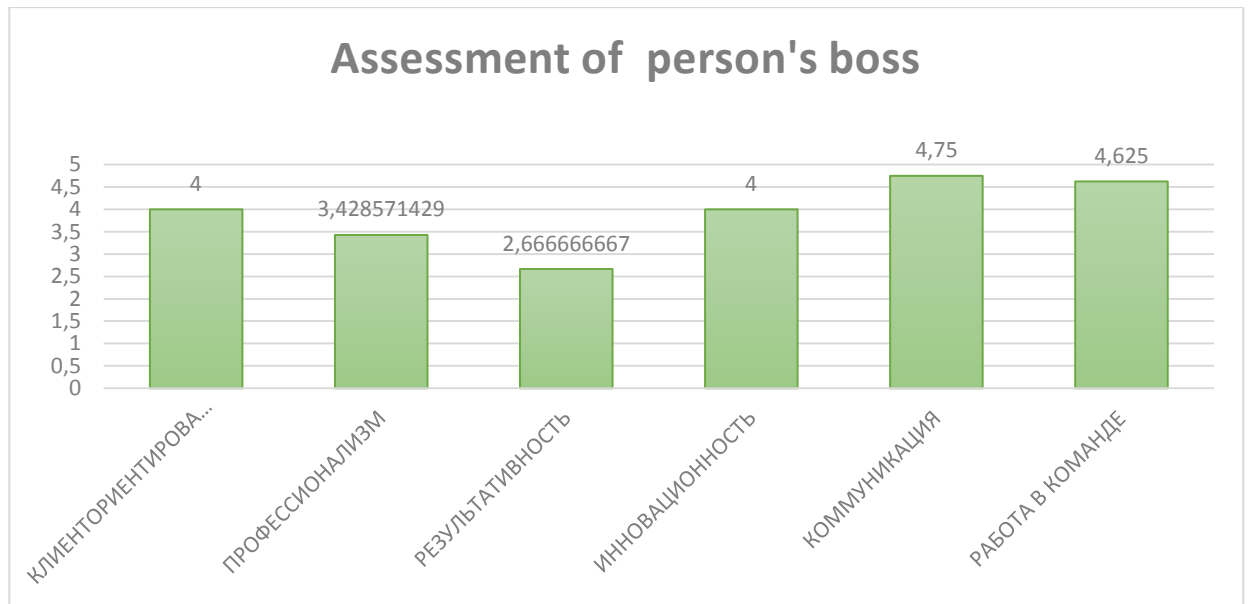


Figure 2.9- Assessment of the team

You can see that Nadejda is evaluated by his direct boss above average, with lowest score competition is performance. Nadejda and her chief agree that this is the weaker competence.

## Person 5

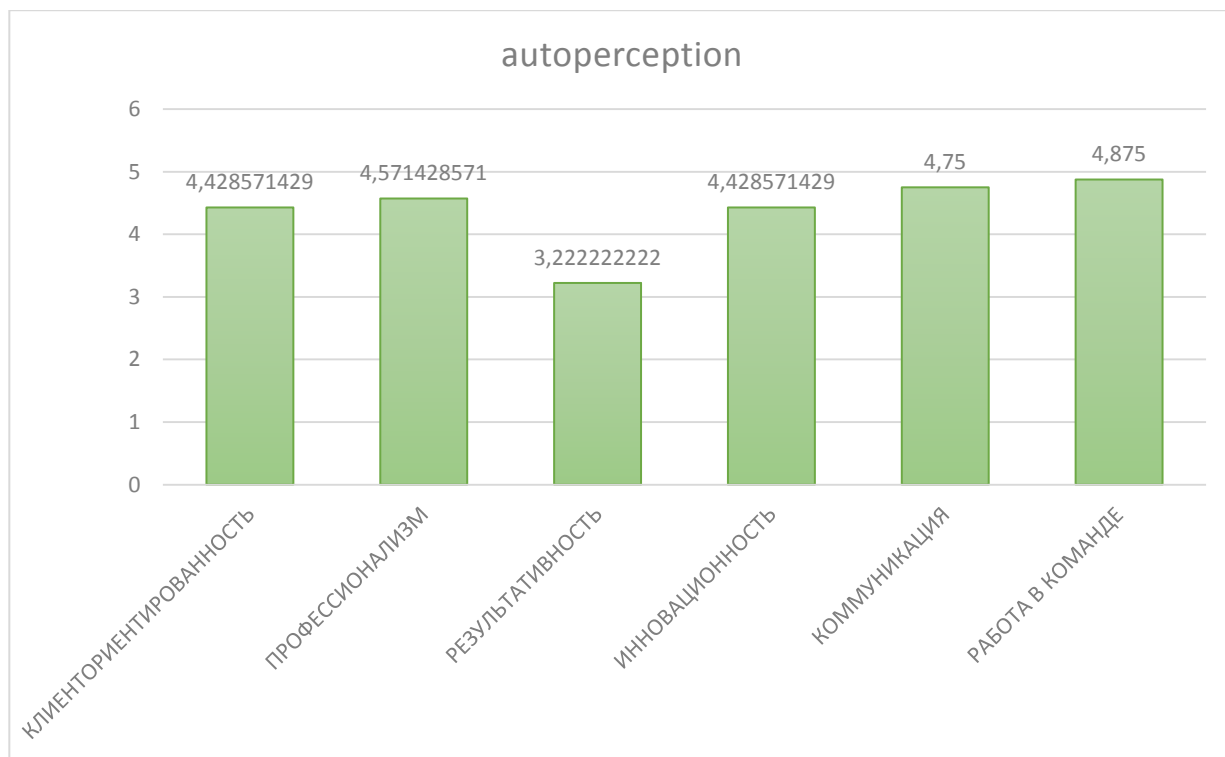


Figure 2.10 - Autoperception of person 5

As you can see in the results all the competences are auto evaluated above the average. He is considered to the competence of teamwork, as a fortress, which means that it is considered that you have skills to establish and maintain relations with work colleagues and possesses abilities to listen carefully to the arguments of the other members of the team. On the other hand you can focus the best solution of all the options and wrap all our colleagues to take a decision. It does not seek to benefit its own interests, it seeks the common benefit.

On the other hand according to the thrown results competition with lower percentage is performance, which could mean that it lacks skills to work according to the plan drawn up by the head, give priority in order to achieve its objectives, develop a strategy shift for the accomplishment of tasks and overcome all obstacles on the

road to the goal quickly correct mistakes during all stages of the work and do the middle and end of the results of its work.

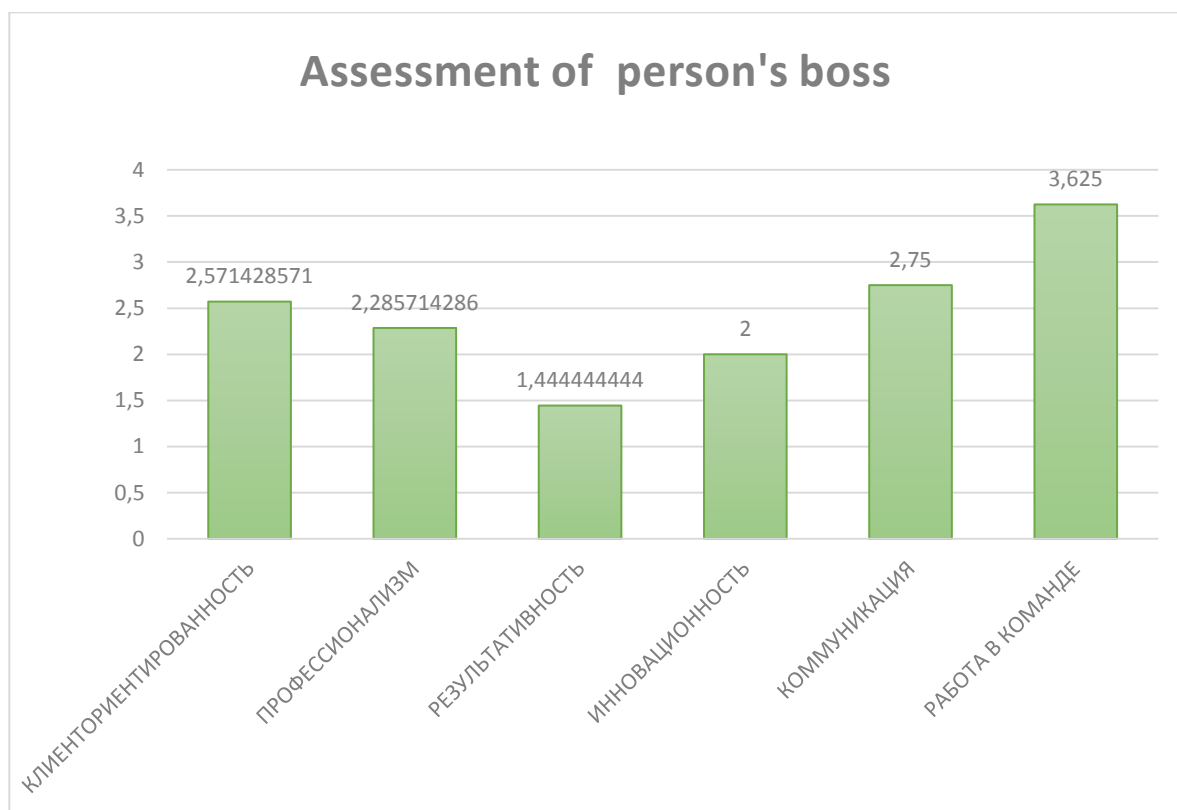


Figure 2.11 - Assessment of the boss

As it is possible to observe the results area with greatest strength is teamwork, i.e. agrees completely with your self-assessment. Other areas represent areas of opportunity for development, since they are located adjacent to the middle. On the other hand we see that performance's competition with lowest score which represents that it lacks skills to work according to the plan drawn up by the head, give priority in order to achieve its objectives, develop a strategy shift for the accomplishment of tasks, overcome all obstacles on the way to the goal, quickly correct mistakes during all stages of the work and carry out the middle and end of the results of its work.

## Person 6

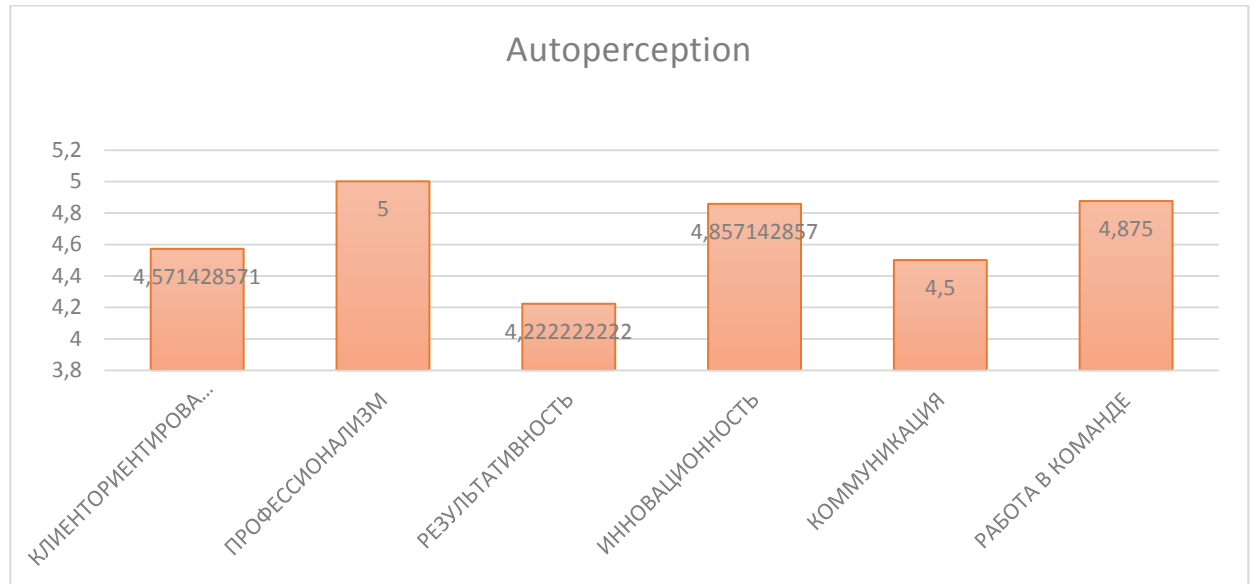


Figure 2.12 - Autoperception

Results of the self-assessment of the competency model throw that all skills are above the average, the highest competition is the professionalism that refers to that you know about the product and services that sell, applies a variety of technologies to potential customers, has perfect control of all steps of sale, takes all necessary decisions and takes responsibility for the General aspects of the work. Weaker competition is performance.

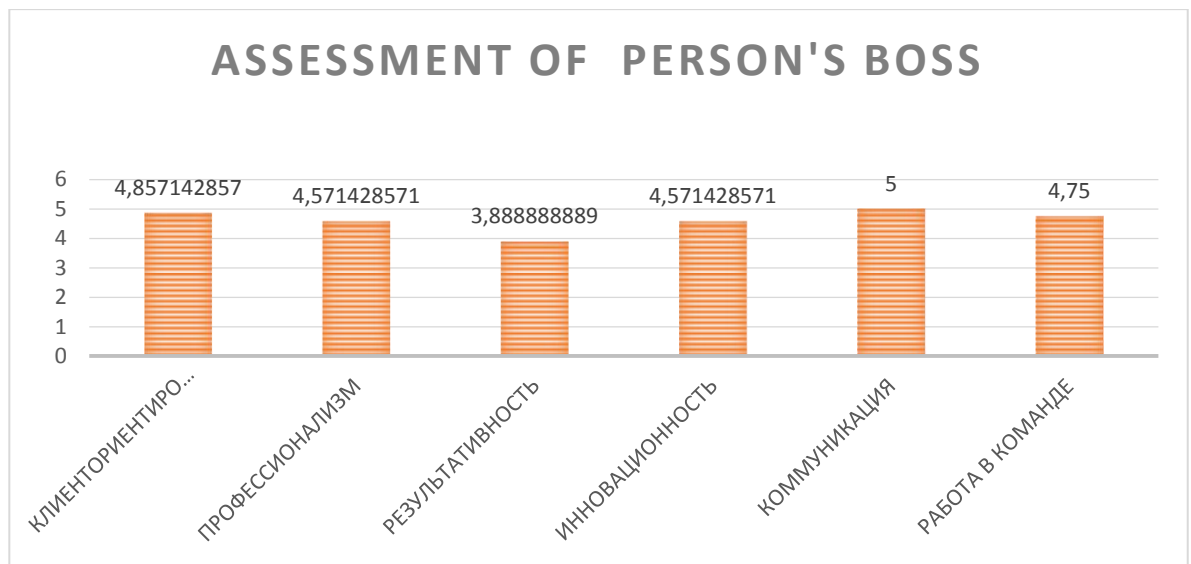


Figure 2.13 - Assessment of the boss

As you can see all the competencies were evaluated above the average giving you excellent result for Maria, the highest score was granted in communication and moreover the lower result lies in performance.

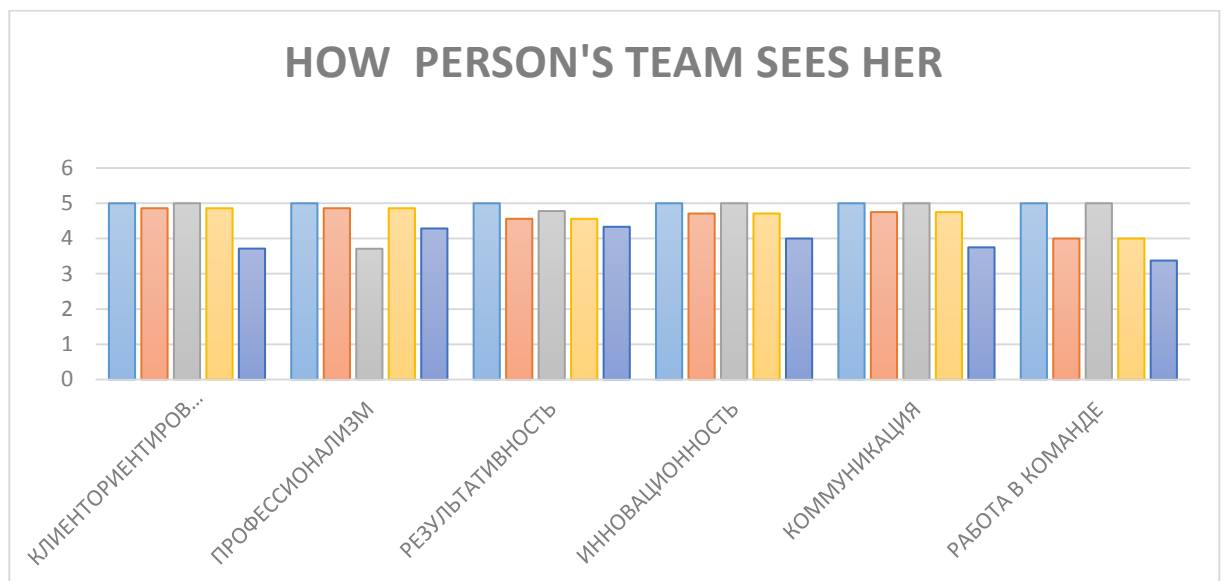


Figure 2.14 - Assessment of the team

Shows in detail the marks awarded by the team of Natalia, in general are at similar levels, i.e., there are no significant differences.

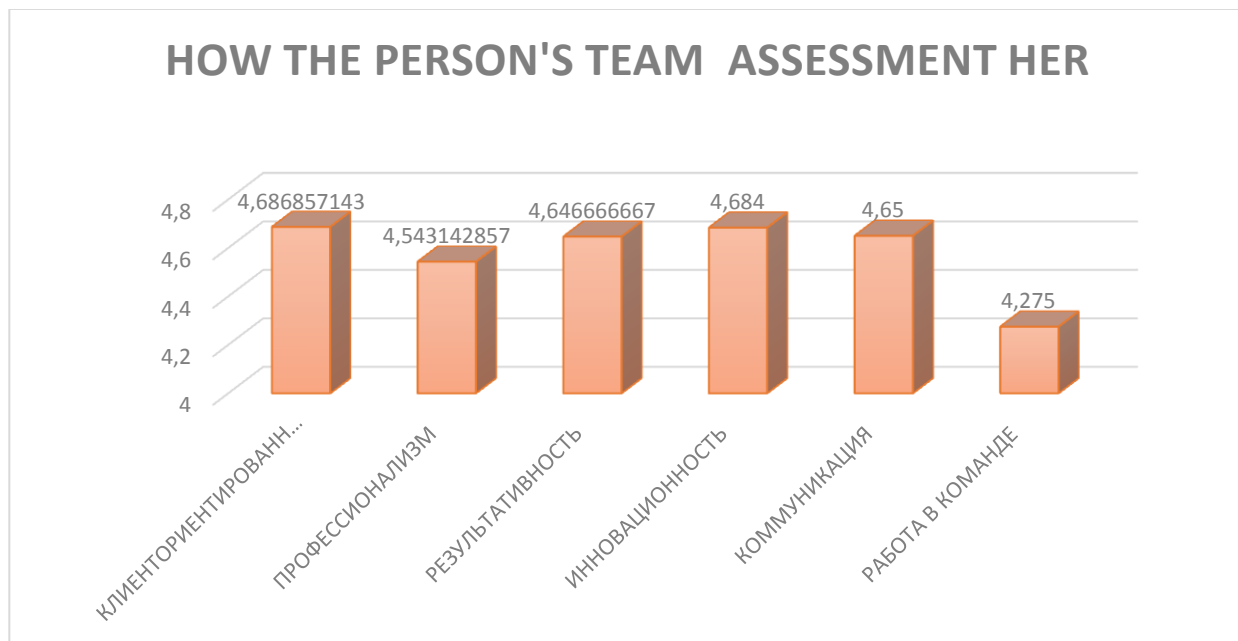


Figure 2.15 - Assessment of the team

As we can observe in the graph showing the average of grades obtained by the task force, all skills are above the desired average. He obtained high results. The competition with higher percentage is costumer focus, i.e. shows an excellent service to the customer. On the other hand the teamwork is the area with the lowest percentage although it is above the standards.



## Person 7

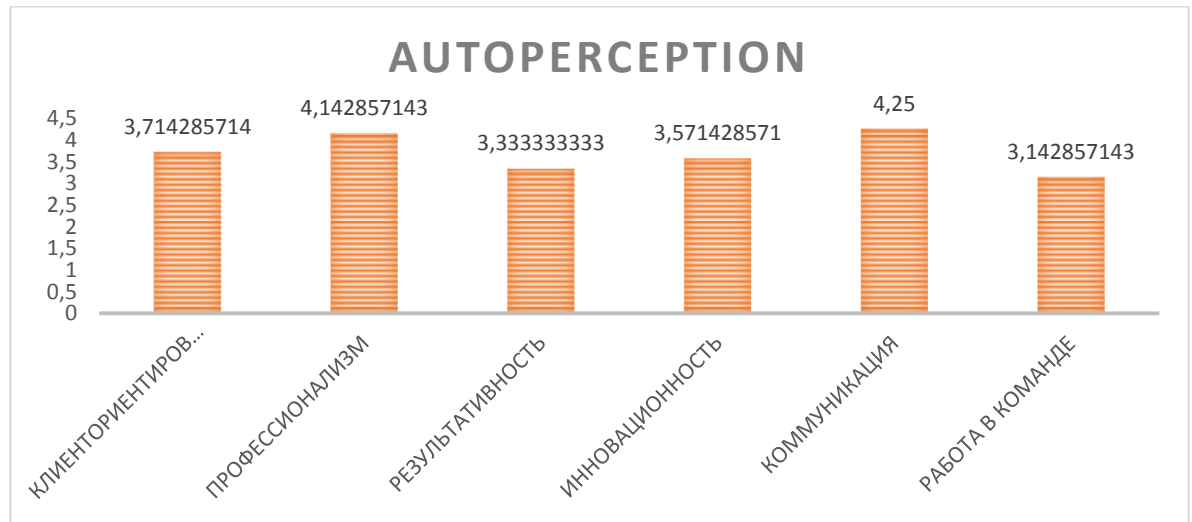


Figure 2.16 - Autoperception of person 7

The results show that Yulia auto evaluated above the average in the various competitions. She on the other hand considers that its strength is focused on communication competition, which represents that she considers that you have skills as clearly to express their ideas, listen to active and properly using styles of communication depending on the opponent as well as the situation. It also manifests the expertise for provides effective negotiation process.

It is also possible to highlight your area of opportunity is team work, i.e. considered that it does not have enough skill to establish and maintain relations with work colleagues. He is also difficult for them to listen carefully to the arguments of the other members of the team.

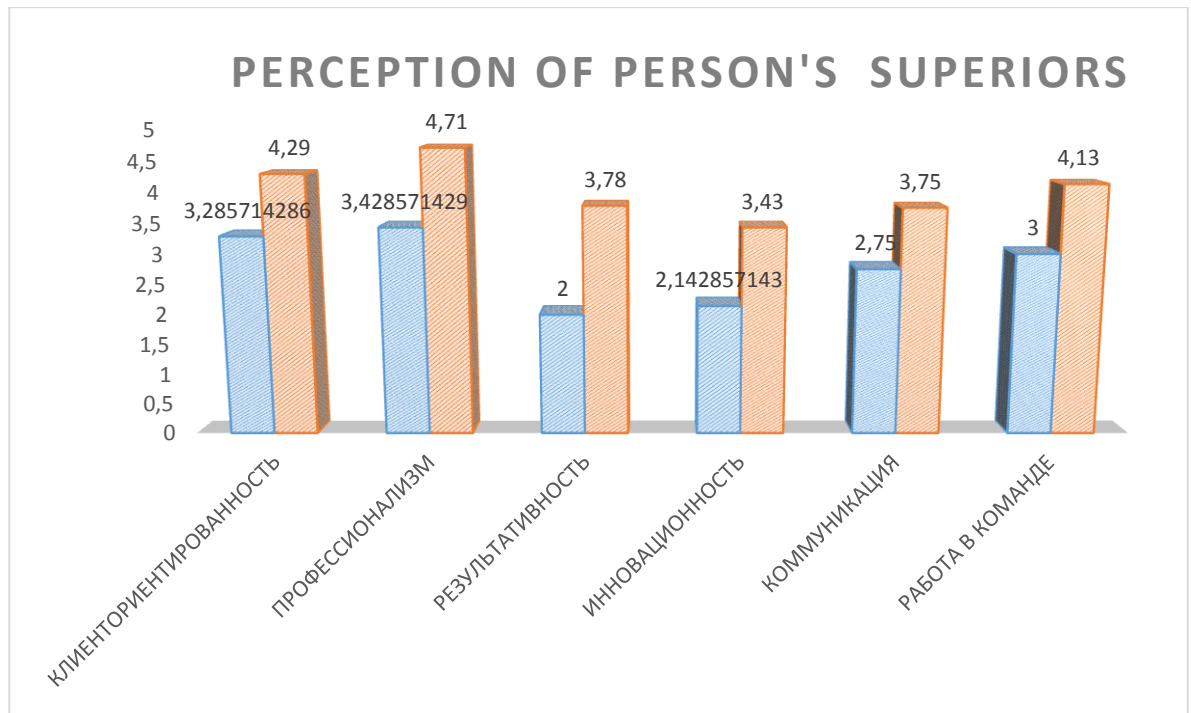


Figure 2.17 - Assessment of the boss

This graph shows the results of assessments carried out by the superiors of Yulia.

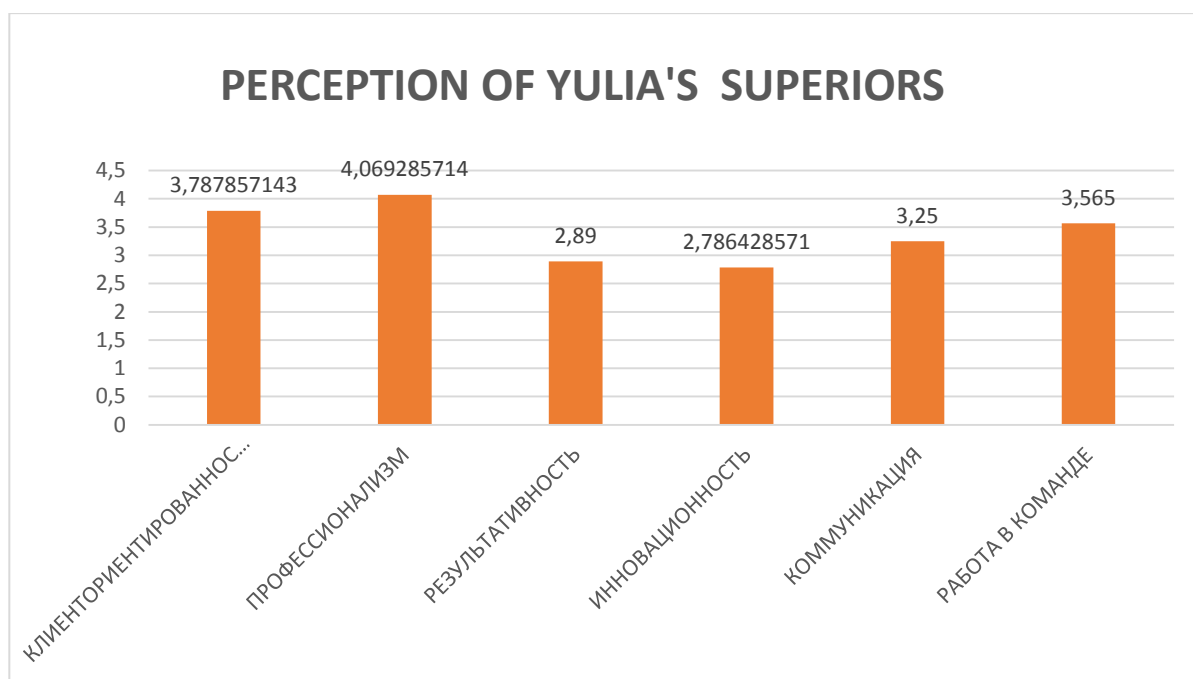


Figure 2.18 - Assessment of the boss

This graph shows the results on average of assessments carried out by the superiors of Yulia. It is possible to observe skills are above the desired average, although it is important to point out that two of them are just beyond the average. As fortress found the area of professionalism, i.e., the product that sells and services, also known, apply a variety of techniques to potential customers, you have a perfect control of the stages of the sale.

On the other hand the area of opportunity is innovativeness, requires the constant search for new opportunities and ways to improve the quality of the work, it also lacks a positive attitude to changes. That is scarce participation in addition active in the acquisition of knowledge.

## Person 8

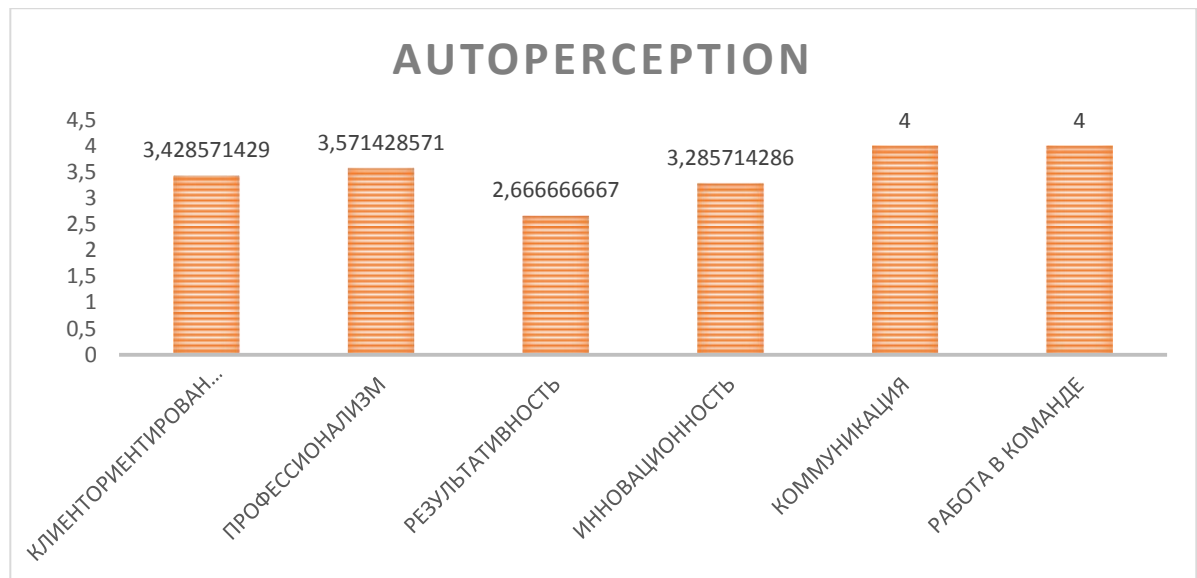


Figure 2.21 - Autoperception of person 8

It is possible to observe the results of the evaluation of the competency model to shed all the competences are located above the average, thus highlighting the two areas with greater strength in its sole discretion. Communication and teamwork, which represents that it is considered that you have skills as clearly to express their ideas, listen to active in addition to using styles of communication depending on the opponent and the situation properly. It also manifests the expertise for provides effective negotiation process.

Also believes that have skills to establish and maintain relations with work colleagues and possesses abilities to listen carefully to the arguments of the other members of the team. On the other hand, can focus the best solution of all the options and wrap all our colleagues to take a decision. Does not seek to benefit his own interests, seeks the common benefit in addition, manifested an area with the lowest score, performance, which refers to presenting small conflicts to work according to

the plan of the leader and set the priorities correctly to achieve the objectives. Also difficult you to develop strategies for the execution of the tasks.

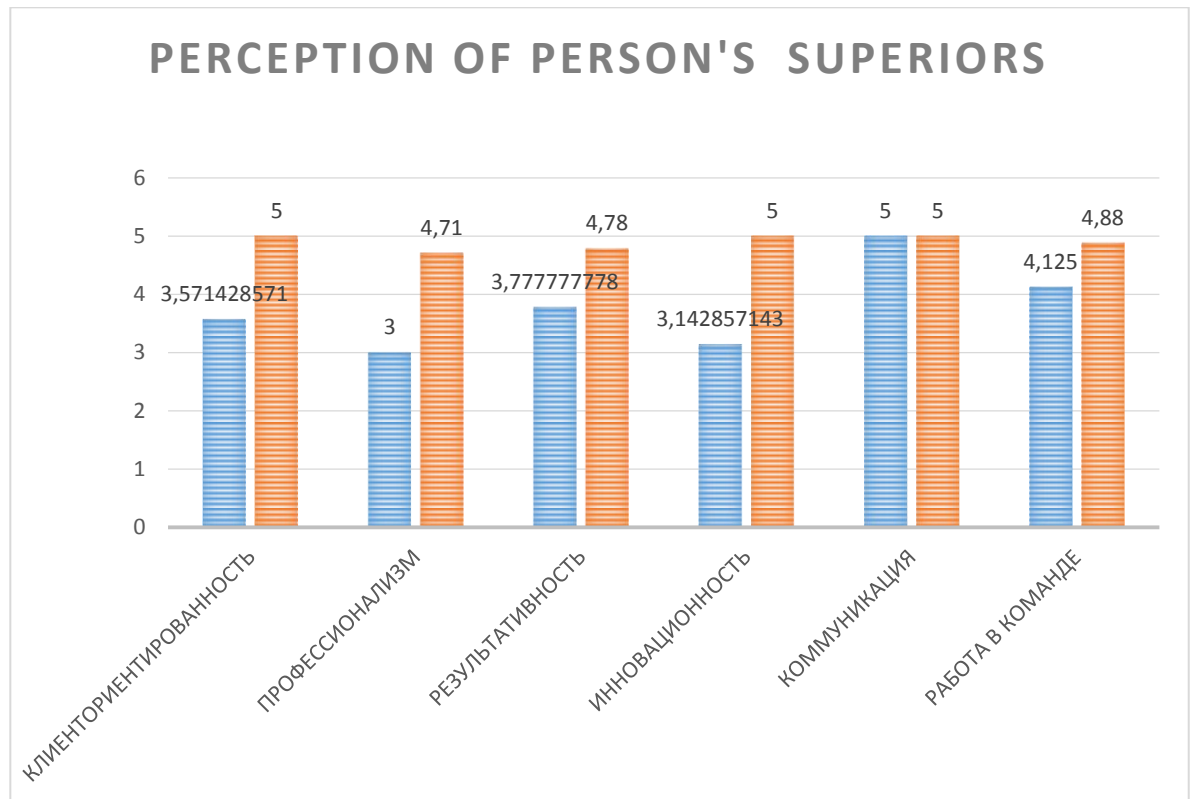


Figure 2.19 - Assessment of the boss

Illustrative graphic of the assessment made by the two upper.

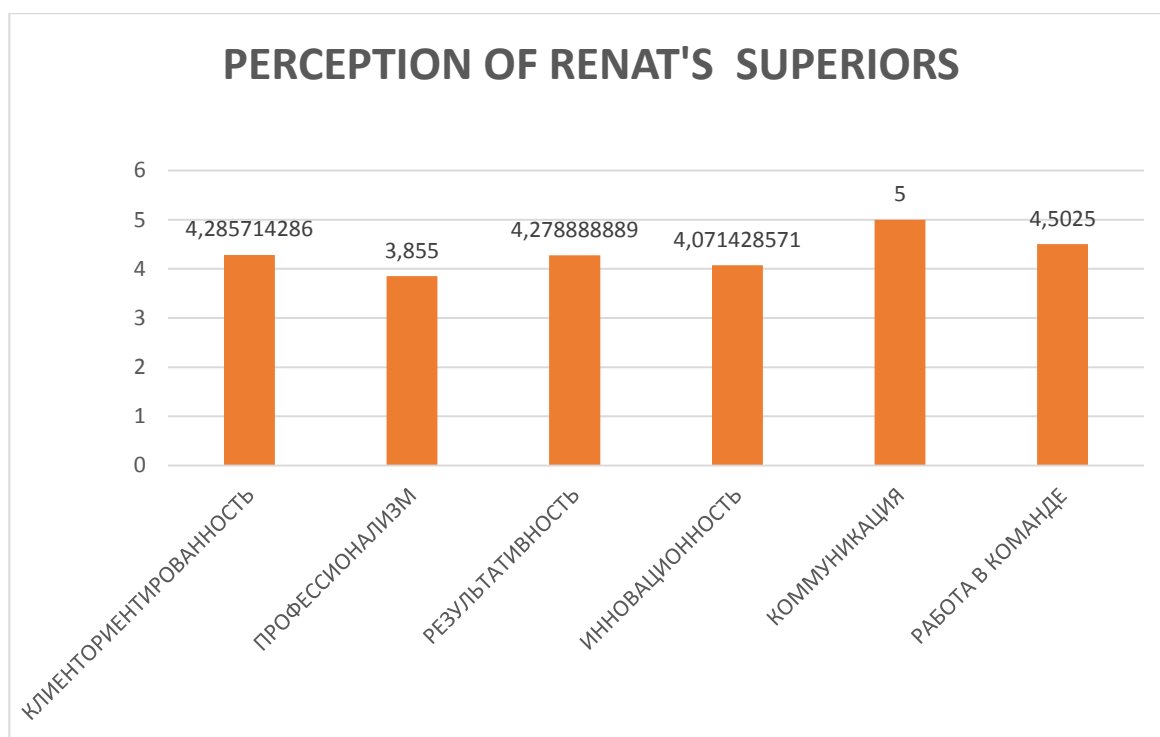


Figure 2.20 - Assessment of the team

Illustrative graphic of the assessment made by the two upper (average). Here we can see that the evaluations are above the desired average. The presented fortress is communication, which represents that she considers that you have skills as clearly to express their ideas, active listening as well as properly using styles of communication depending on the opponent as well as the situation. It also manifests the expertise for provides effective negotiation process.

On the other hand the competence of professionalism, is the less score, although it should be noted that it is above desired levels.

## Person 9

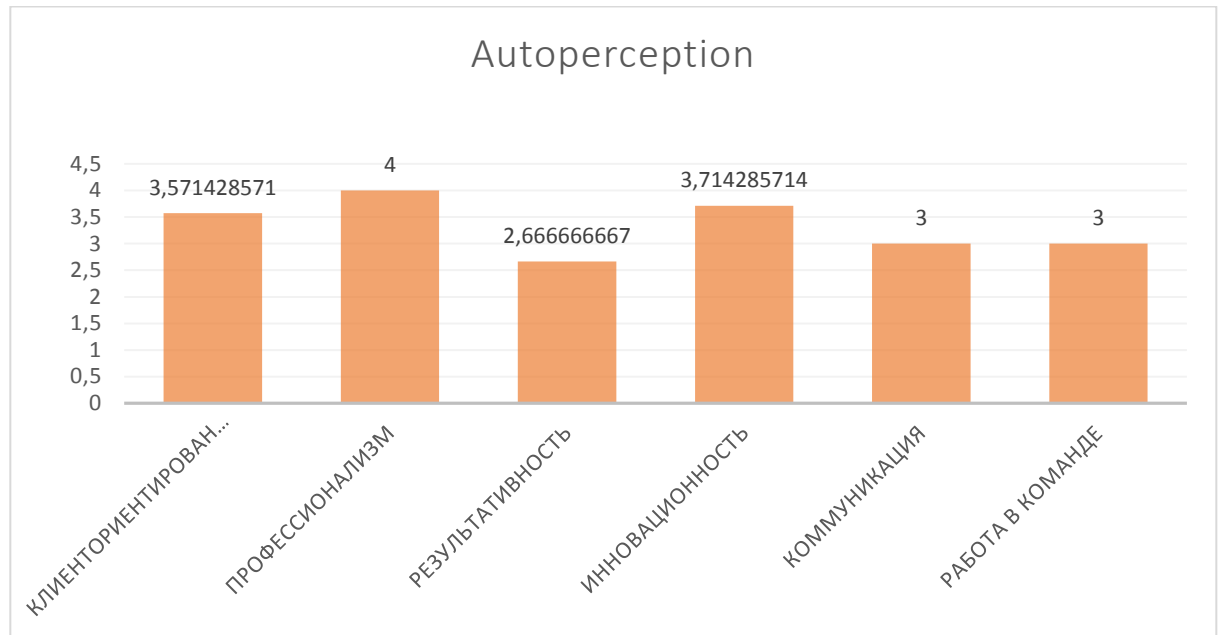


Figure 2.21 - Autoperception of person 9

Self-assessment results show that all skills are above the desired average, notably the fortress of PROFESSIONALISM, i.e., knows the product and services that sell, also apply a variety of technologies to potential clients search for, generally known throughout the sales process and what it means.

On the other hand it is considered that one of his weaknesses is the performance, i.e., presents difficulties to work according to the plan of the leader and properly set priorities to achieve objectives. It also has conflict to develop strategies for the implementation of the tasks.

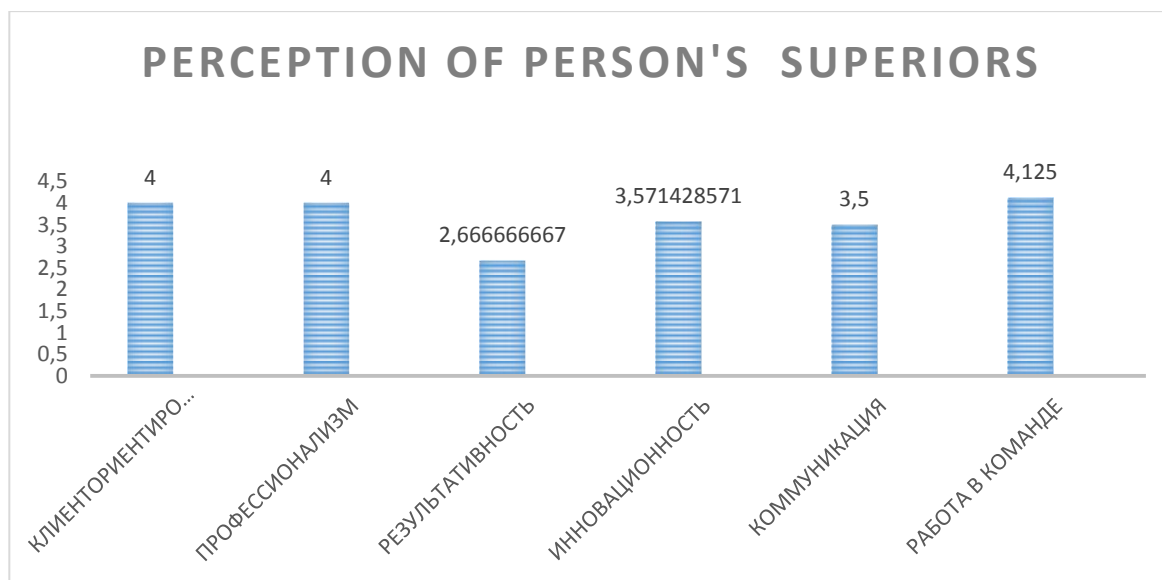


Figure 2.22 - Assessment of the boss

Illustrative graphic of the assessment made by the two upper.

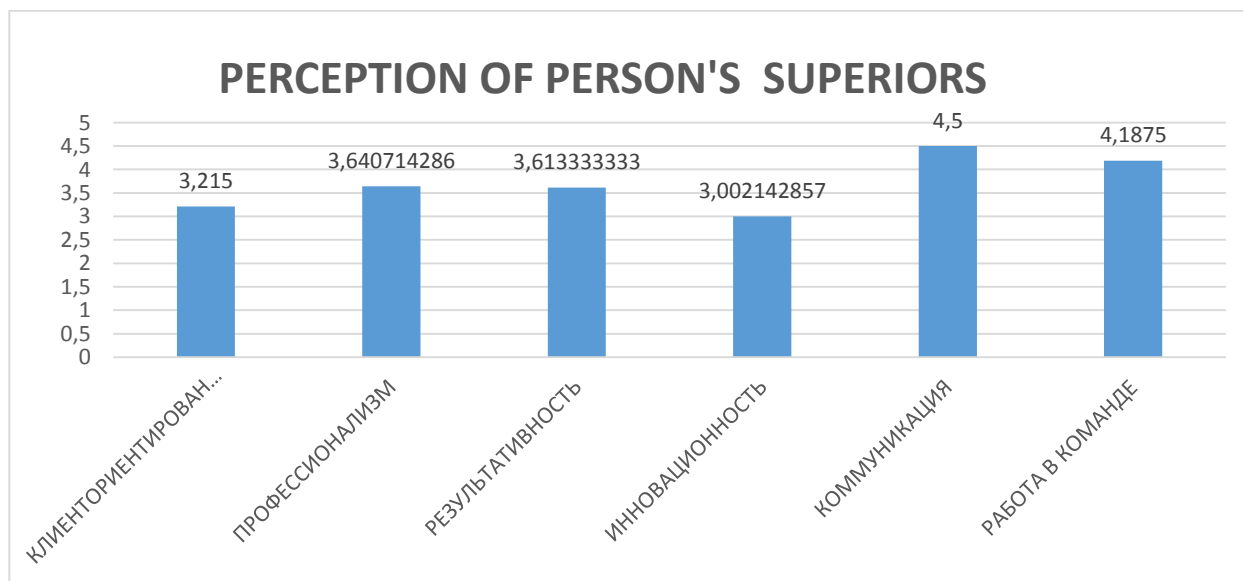


Figure 2. 23 - Assessment of the boss

Illustrative graphic of the assessment made by the two upper (average). Scores in the evaluation, Andrei is placed just by the desired media, its more developed



competition is costumer focus, i.e. quickly finds appropriate language with all customers identify and carefully meets all the needs of customers.

On the other hand he anticipates the expectations of the customer and provides all the services, products, in order to be constantly trying to expand the list of goods sold to the customer.

Finally, in situations of conflict, it's a mutually beneficial solution that meets the interests of both parties.

### Person 10

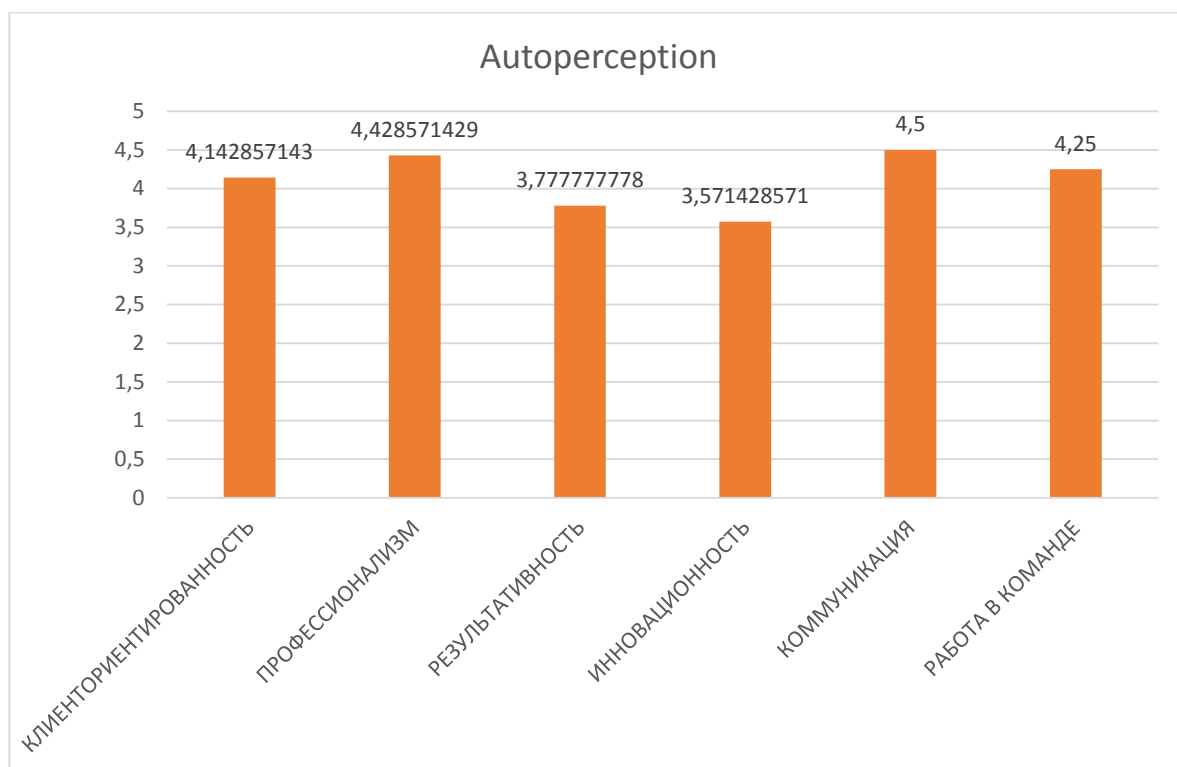


Figure 2. 24 - Autoperception of the person 10

As you can see this self-assessment sheds all its scores are above the desired average, it is important to emphasize that communication competition stands out as a fortress, which represents that she considers that you have skills as clearly to express

their ideas, listen to active and properly using styles of communication depending on the opponent as well as the situation. It also manifests the expertise for provides effective negotiation process.

On the other hand the area of INNOVATIVENESS, locate it with the lowest score but above the desired average.

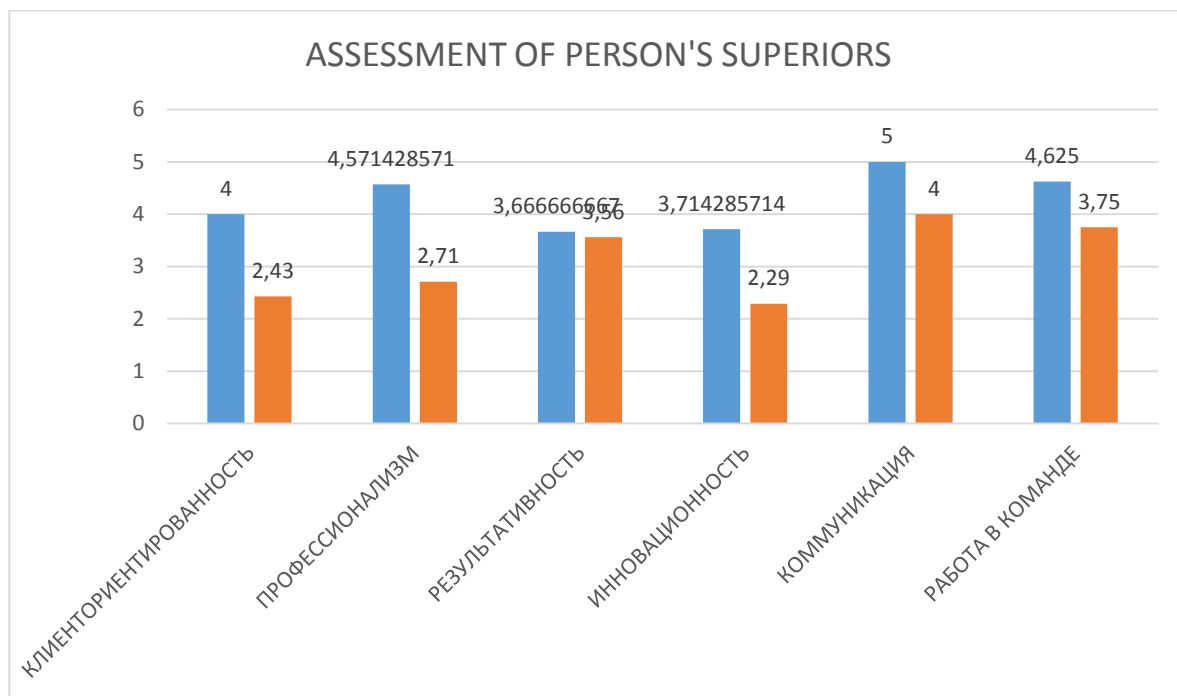


Figure 2.25 - Assessment of the boss

Illustrative graphic of the assessment made by the superiors.

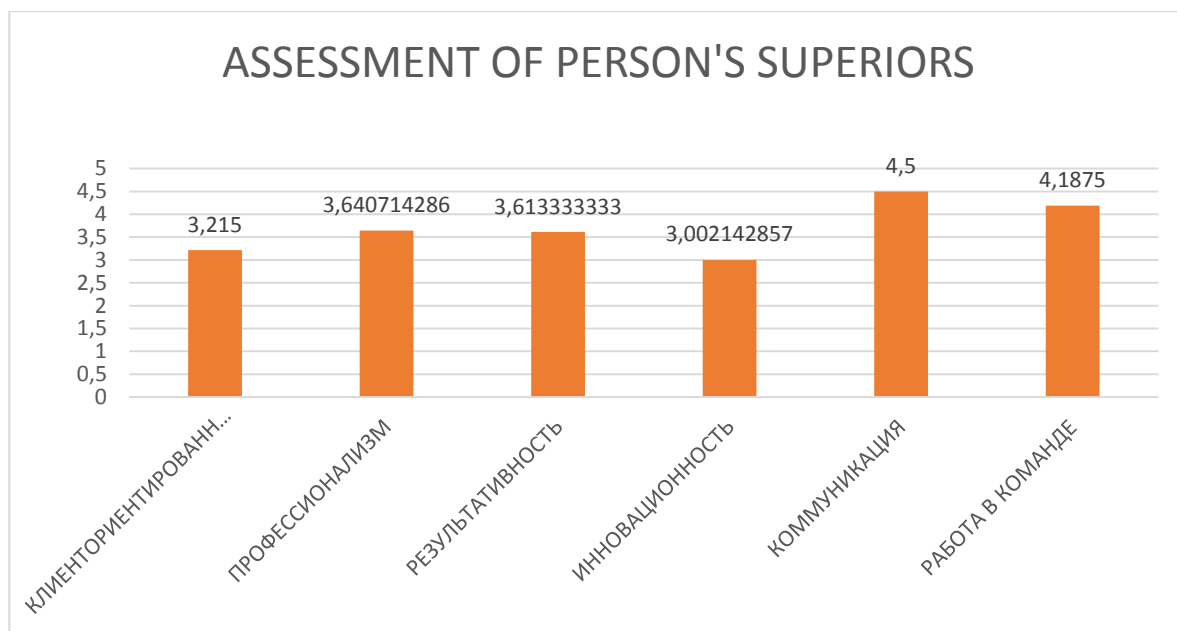


Figure 2.26 - Assessment of the boss

The following chart shows the results in the assessment made by the superiors. In general, it is possible to observe that the scores are above the desired average, we can highlight the competence of communication as a strength, matching the self-perception (Figure 27).

## Person 11

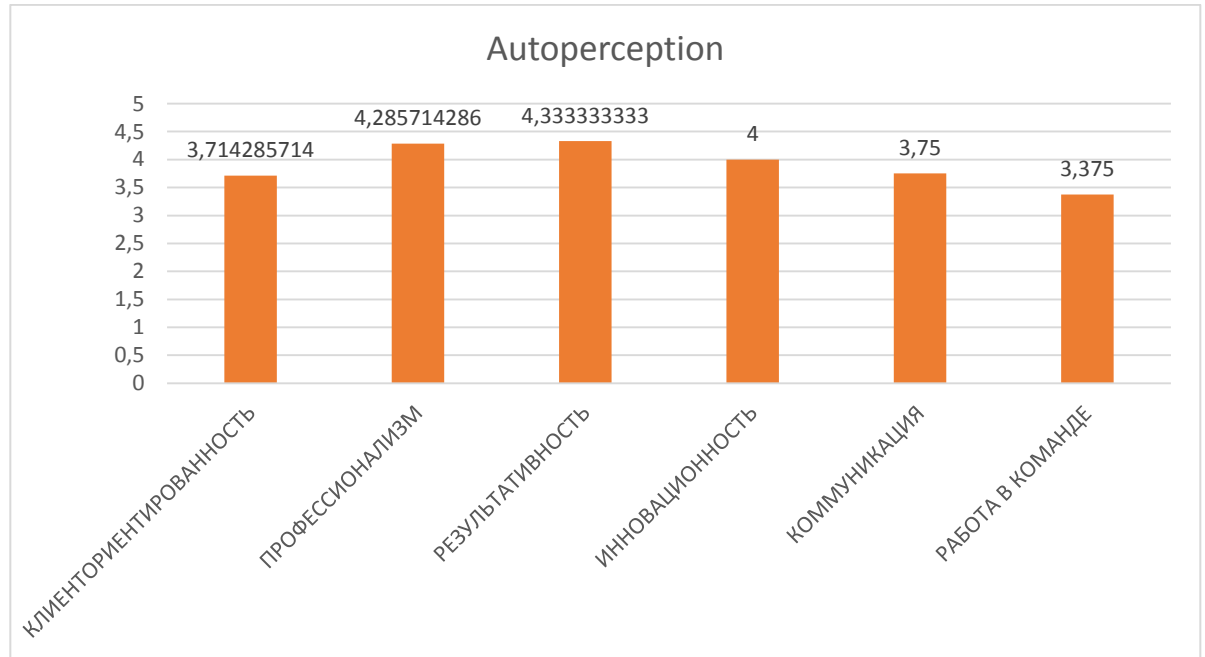


Figure 2.27 - Autoperception of person 30

Victor evaluates himself is above the desired average, it is important that he considers the competition performance as a fortress, which means that it works according to the plan of the leader and properly set priorities to achieve objectives. It also develops strategies for the execution of tasks, thus overcoming any obstacle on the way to the goal.

It is persevering in all situations, including the difficult. Quickly corrects errors that could commit. On the other hand, it qualifies to teamwork as a weaker competition, it is important to emphasize that it is above the desired average.

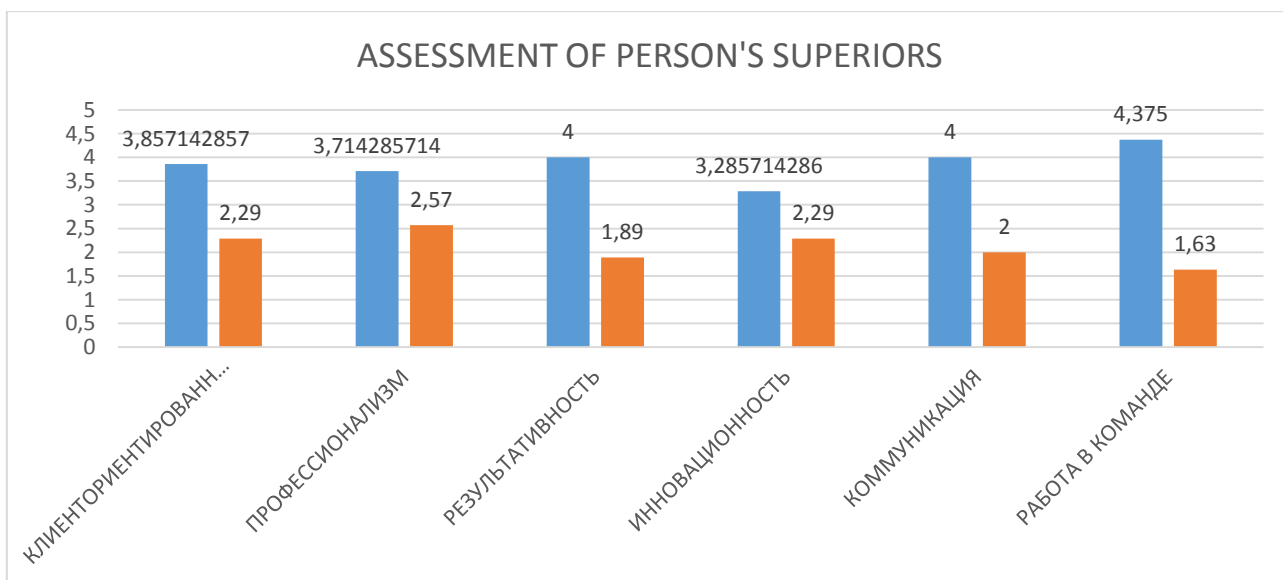


Figure 2.28 - Assessment of the boss

Illustrative chart of the assessment made by the superiors

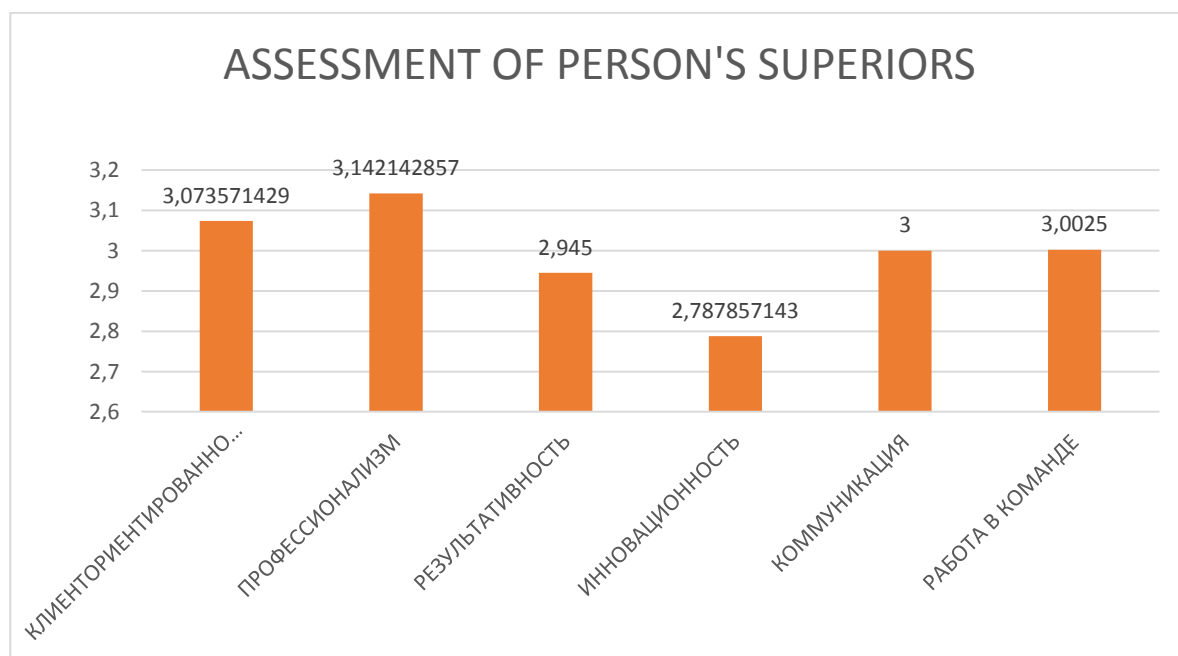


Figure 2.29 - Assessment of the boss

Shows the average number of evaluations from superiors, assessments results are above the minimum required, the top is considered professionalism as a fortress.

Since you know the product and services that sell, it also applies a variety of technologies to potential clients search for, generally known throughout the sales process and what it means.

One area that should be working harder is INNOVATIVENESS.

### Person 12

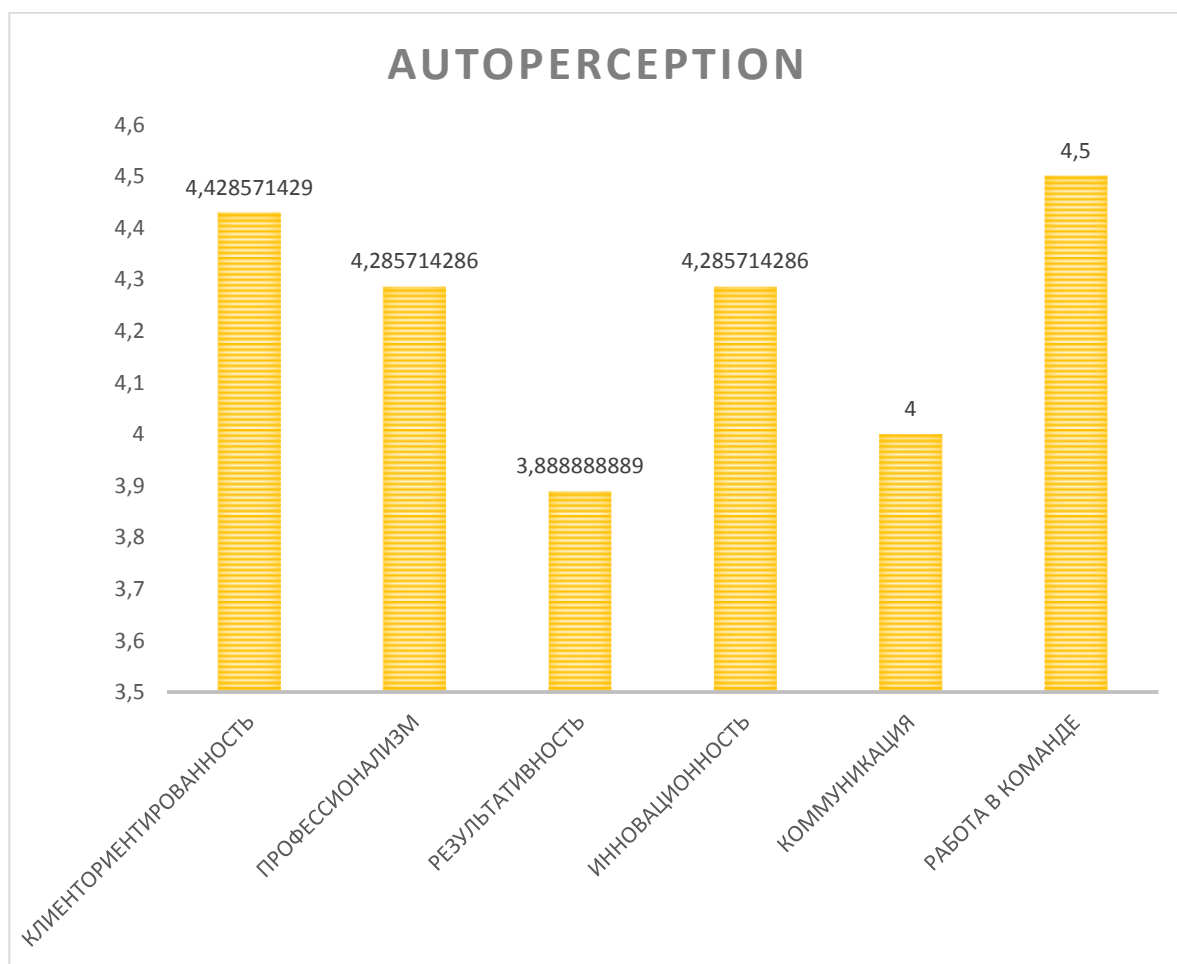


Figure 2.30 - Autoperception of person 12

According to the results obtained in the model of competencies Olimpieva evaluated herself above the desired average, similarly its strength is team work, considered to have skills to establish and maintain relations with work colleagues and

possesses abilities to listen carefully to the arguments of the other members of the team. On the other hand you can focus the best solution of all the options and wrap all our colleagues to take a decision. It does not seek to benefit its own interests, it seeks the common benefit.

It believes that its lower competition is The PERFORMANCE, ensuring the achievement of the goals, it is also important to highlight that although its competition with the lowest score, it is located above the average. The parameters that olimpieva is are the weakest correctly sets priorities to achieve goals, develops strategy for implementation of the tasks and exhibits the ability to handle stress in fast-changing situations.

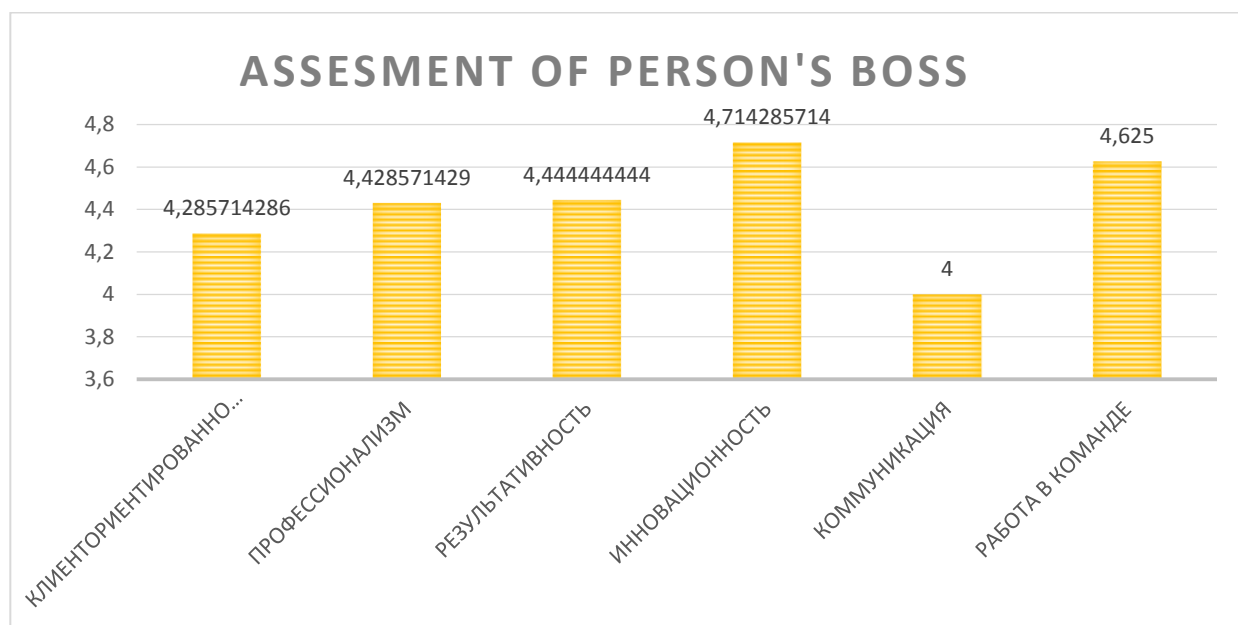


Figure 2.31 - Assessment of the boss

As it is possible to observe in the graphics Olimpieva obtains scores above the desired average, its greatest strength is focused on INNOVATIVENESS: provide initiatives, professional and personal development. It is in the constant search for new opportunities and ways to improve the quality of the work, presents a positive attitude towards the changes and introduces important innovations, constantly monitors trends

in the field of their activity, expanding the range of products and services. She actively participates in the activities of training, and put into practice the knowledge acquired.

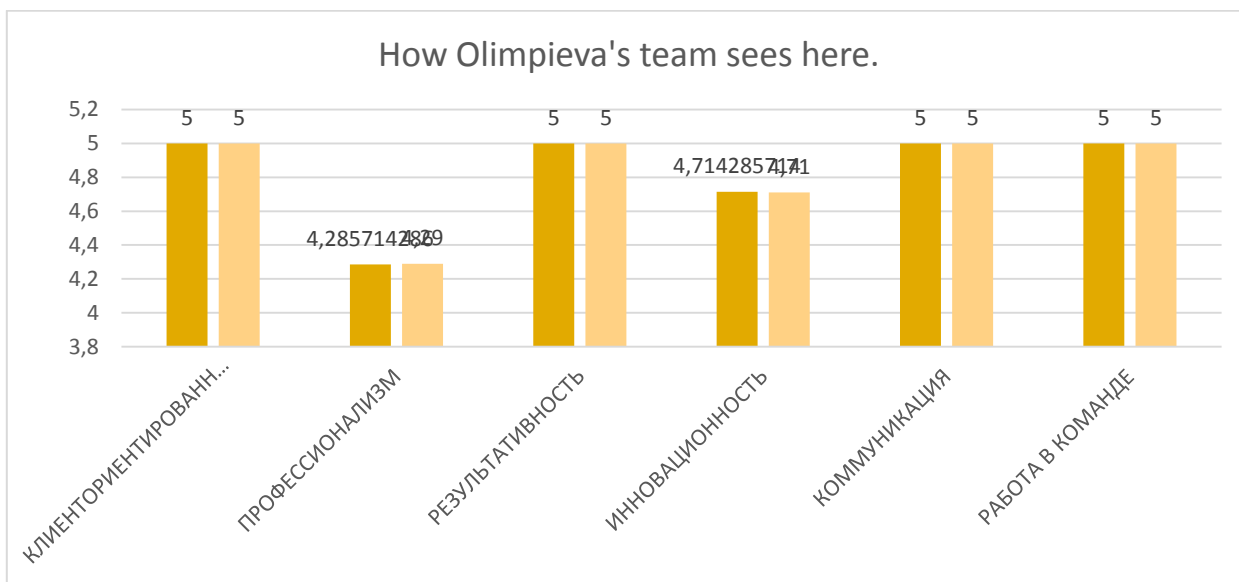


Figure 2.32 - Assessment of the team

Illustrative graphic of the assessment made by each Member of his team.

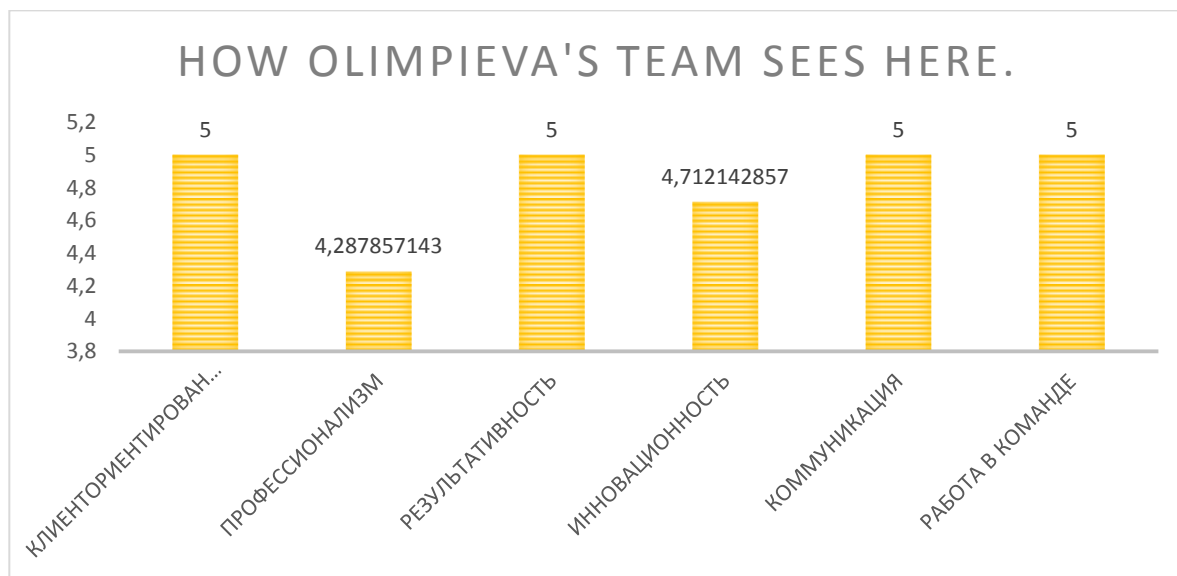


Figure 2.33 - Assessment of the team



Illustrative graphic of the evaluation made by each of the members of your team (on average). Note that he had excellent results. The lower-rated investment-grade in professionalism, subordinates considered that it should focus on the search for potential clients and pay attention to all the stage of the sale.

### Person 13

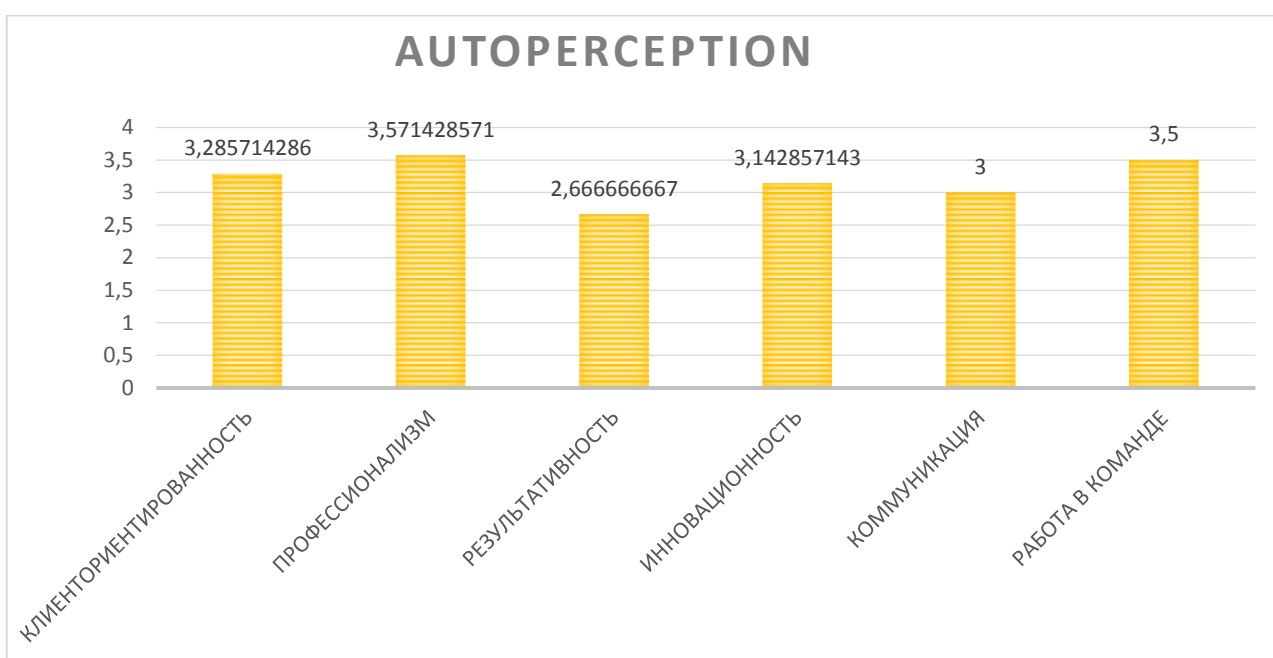


Figure 2.34 - Autoperception of the person

Yulia evaluated herself above the desired average, she considers that its strength lies in the PROFESSIONALISM, provide high quality work, since, you know the product and services that sell, also applies a variety of technologies to potential customers search for, generally known throughout the sales process and what it means. On the other hand the area which requires attention is performance, shows difficulties to work according to the plan of the leader and set the priorities

correctly to achieve the objectives. Also difficult you to develop strategies for the execution of the tasks, thus overcoming any obstacle on the road to the goal.



Figure 2.35 - Assessment of the boss.

Illustrative graphic of the assessment made by his superiors.

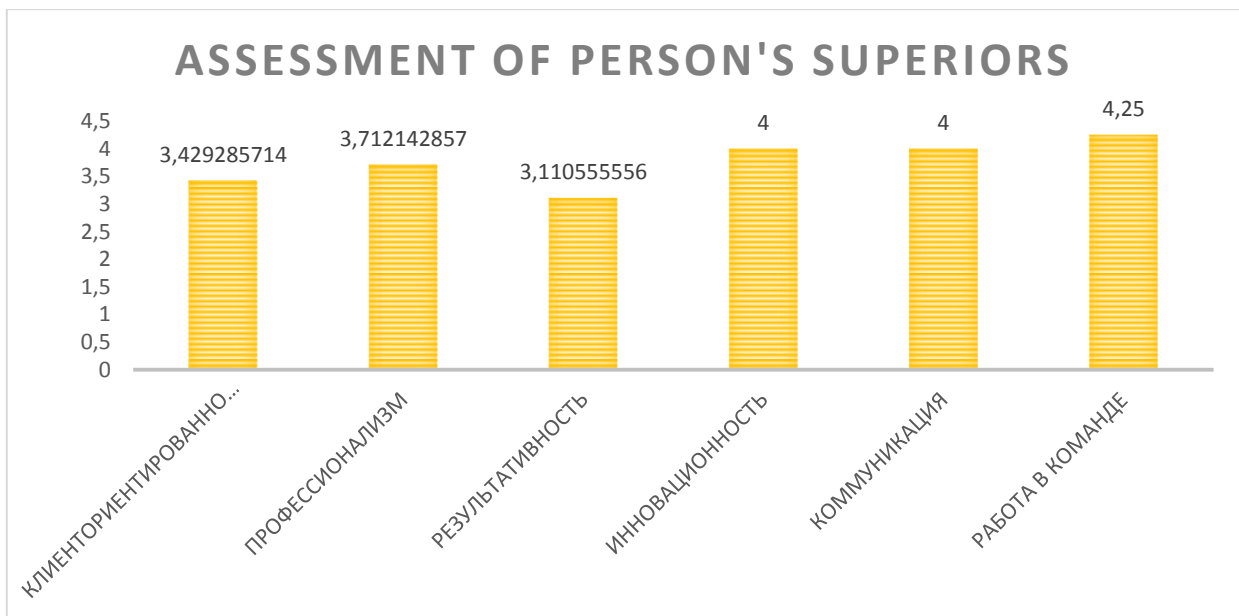


Figura 2.36 - Assessment of the boss

Illustrative graphic of the assessment made by his superiors on average. His superiors considered that one of its strengths is the teamwork, because you have skills to establish and maintain relations with work colleagues and to have skills to listen carefully to the arguments of the other members of the team. On the other hand you can focus the best solution of all the options and wrap all our colleagues to take a decision. It does not seek to benefit its own interest, it seeks the common benefit.

On the other hand, such which was observed in the results of the self-assessment, qualified with score to performance competition. Are you must not lose sight that all scores are above the desired average.

## Persona 14

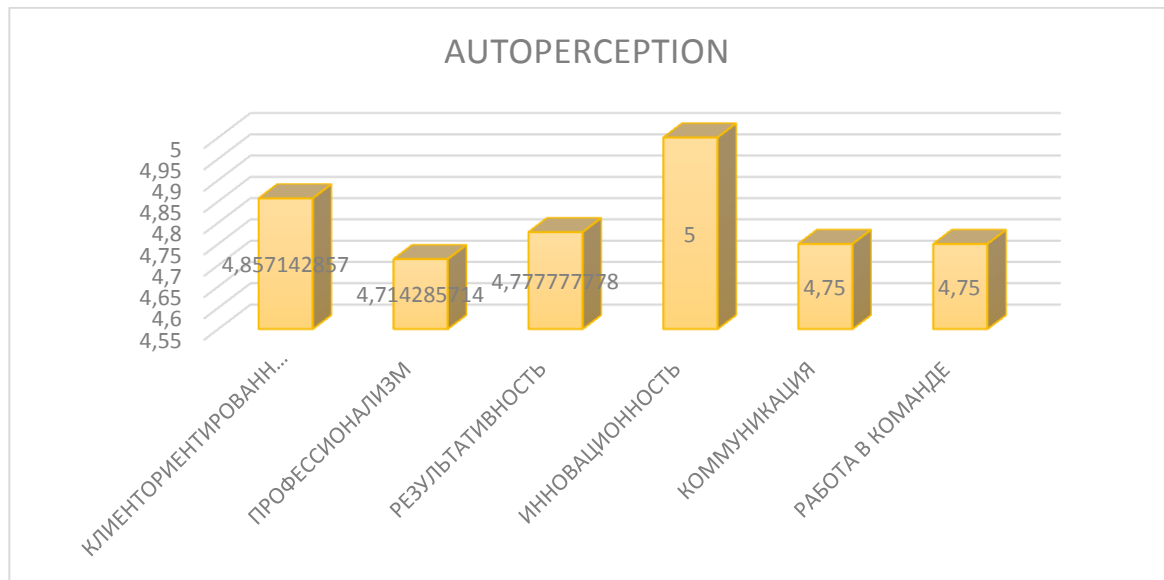


Figure 2.40 - Autoperception of person 14

According to the results Alina is considered with scores above average so as you can see in the graph.

It considers that its level of **innovativeness** is excellent, she is constantly looking for new methods that raise the quality of their work, also makes more than what is expected of it with good attitude and introducing important innovations

On the other hand ensures that your innovations are positive and have impact positive, constantly monitors emerging trends about your area of work

In the same way it is actively involved in training activities and seminars and use all that knowledge to apply it to working life.

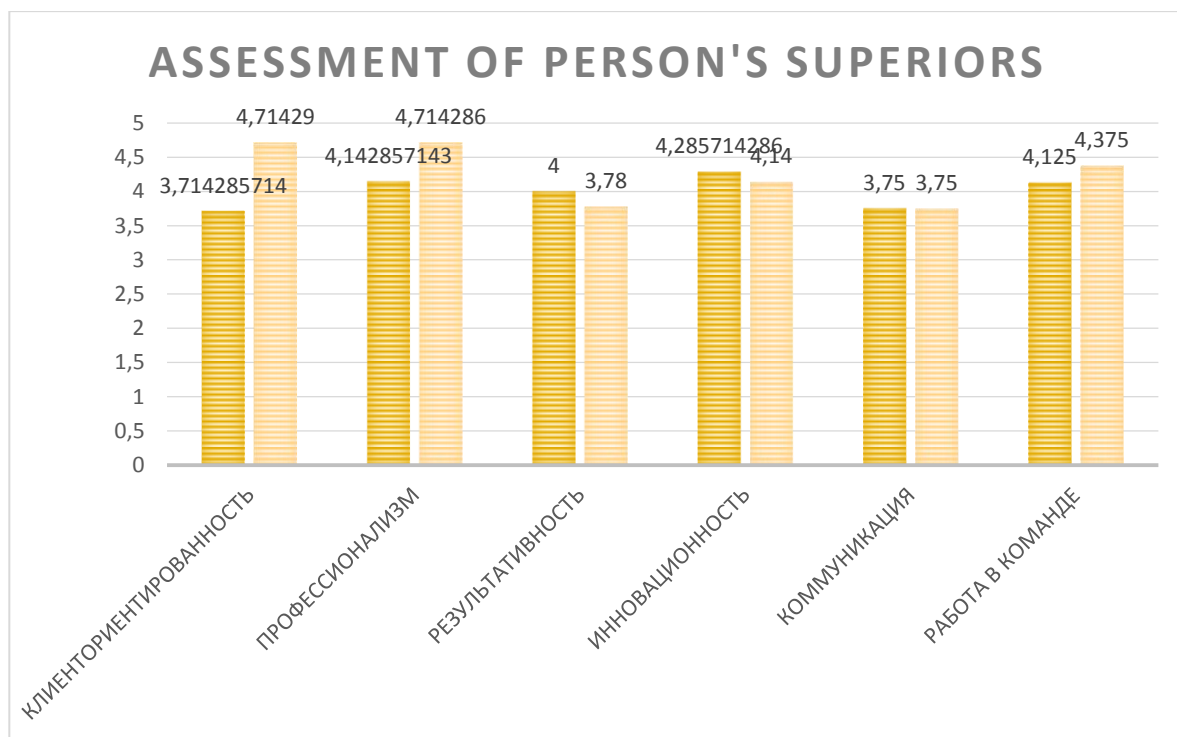


Figure 2.37 - Assessment of the boss

This graph shows how administrators perceive Alina.

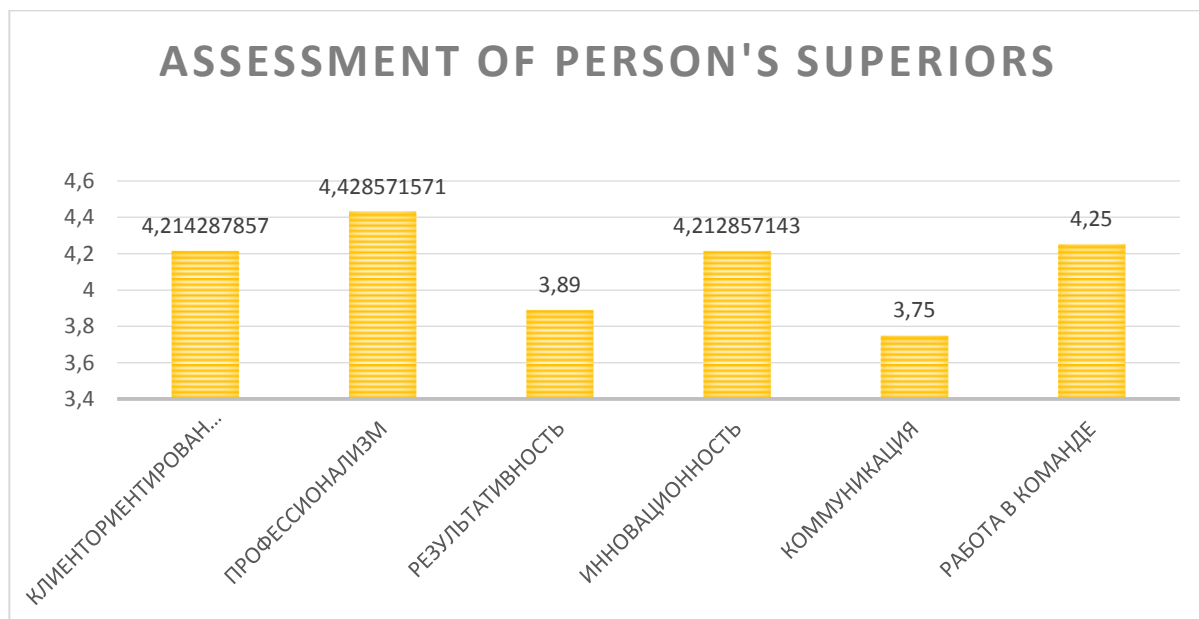


Figure 2.38 - Assessment of the boss

The Department that works Alina believes that communication is Alina's weaker competition, although it should be noted that it is above the average, the superiors considered that lower parameters are correctly selects the communication style depending on the opponent and situation and carefully and actively listen to the interlocutor.

## Persona 15

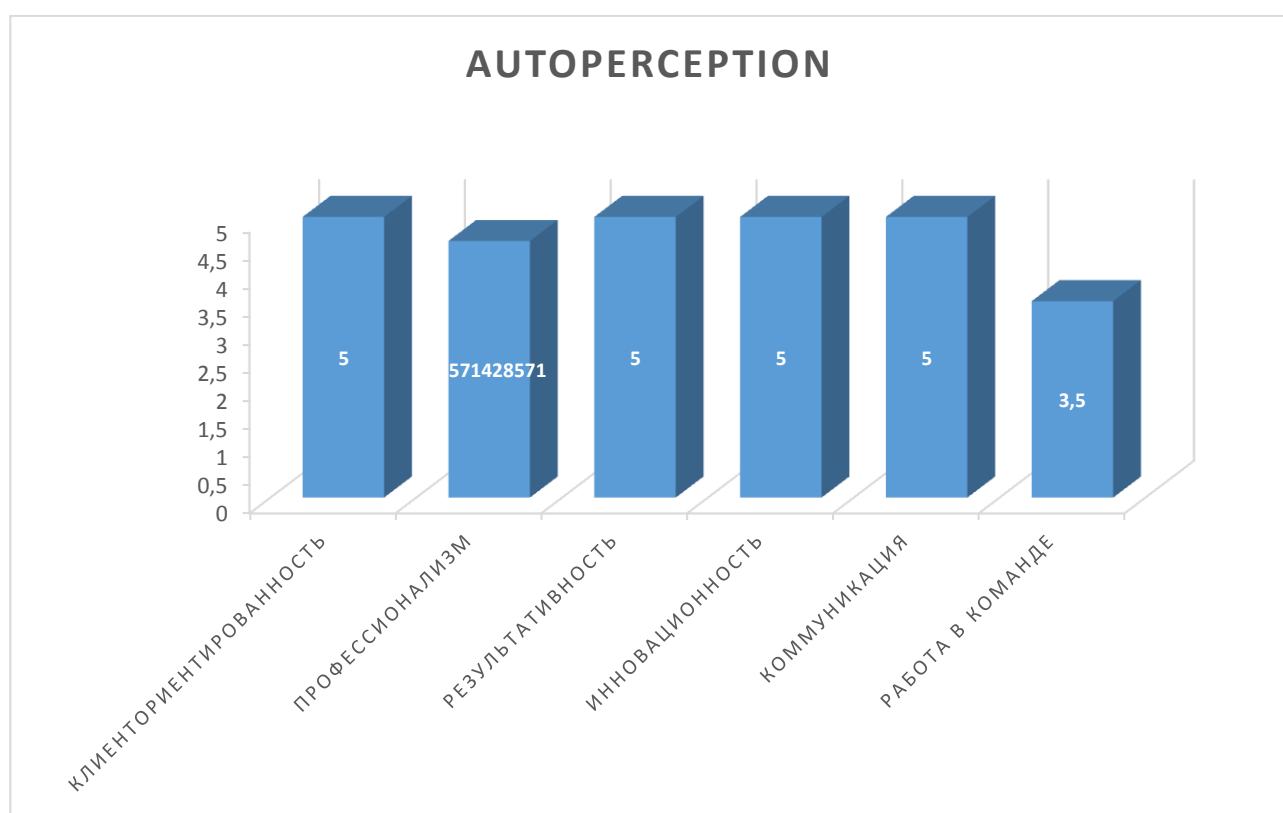


Figure 2.39 - Autoperception of person 15

She perceives that her lower competition is TEAMWORK, although it is important to note that it is above the average. Is auto qualify low parameter involves colleagues in decision making

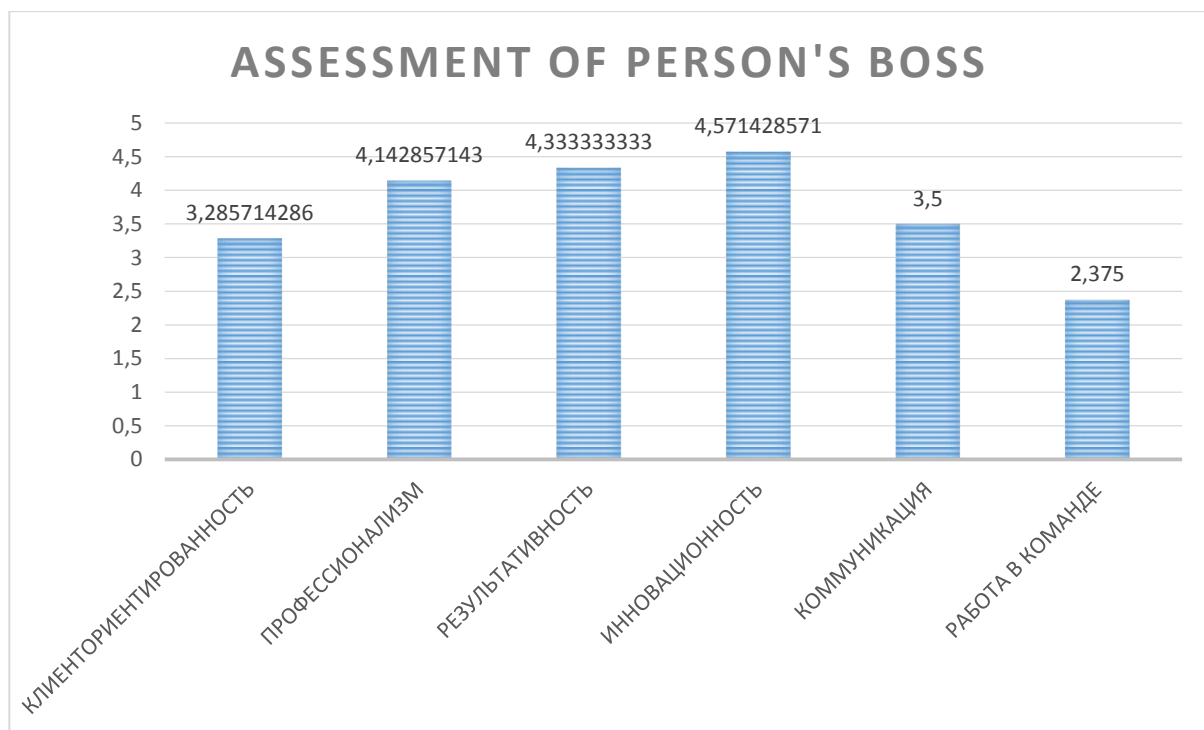


Figure 2.40 - Assessment of the boss

It was found that teamwork competition be located below the average

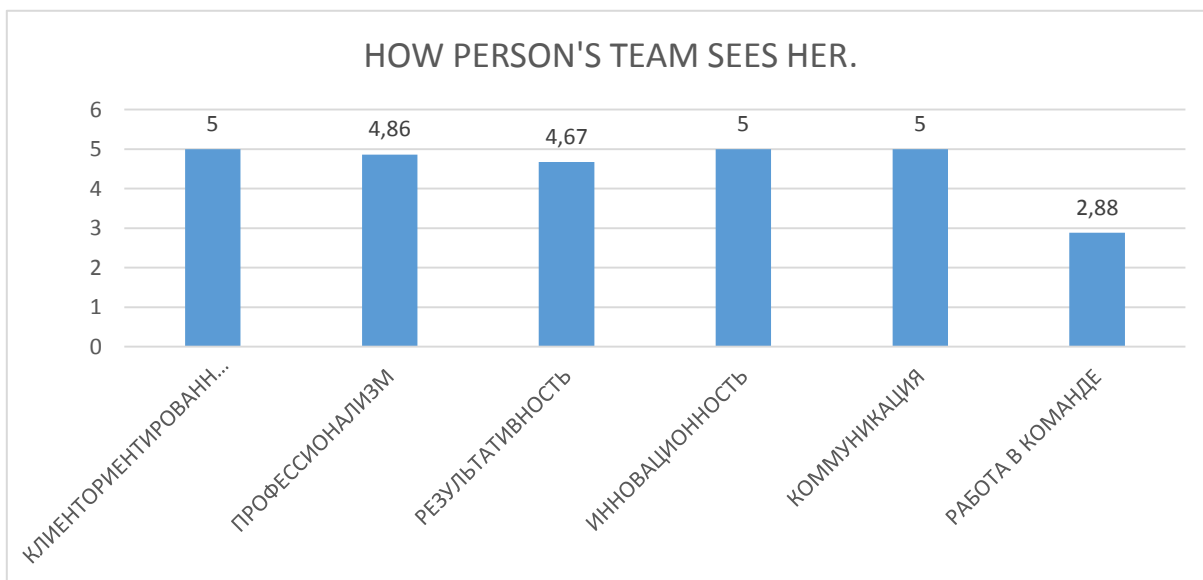


Figure 2.41 - Assessment of the team

It was found that teamwork competition be located below the average, the team and she agree (Figure 419 that its weakest competition is teamwork, one of its lowest parameters is in case of conflict, looking for a compromise, considering not only their interests but also the interests of all team members.

## Persona 16

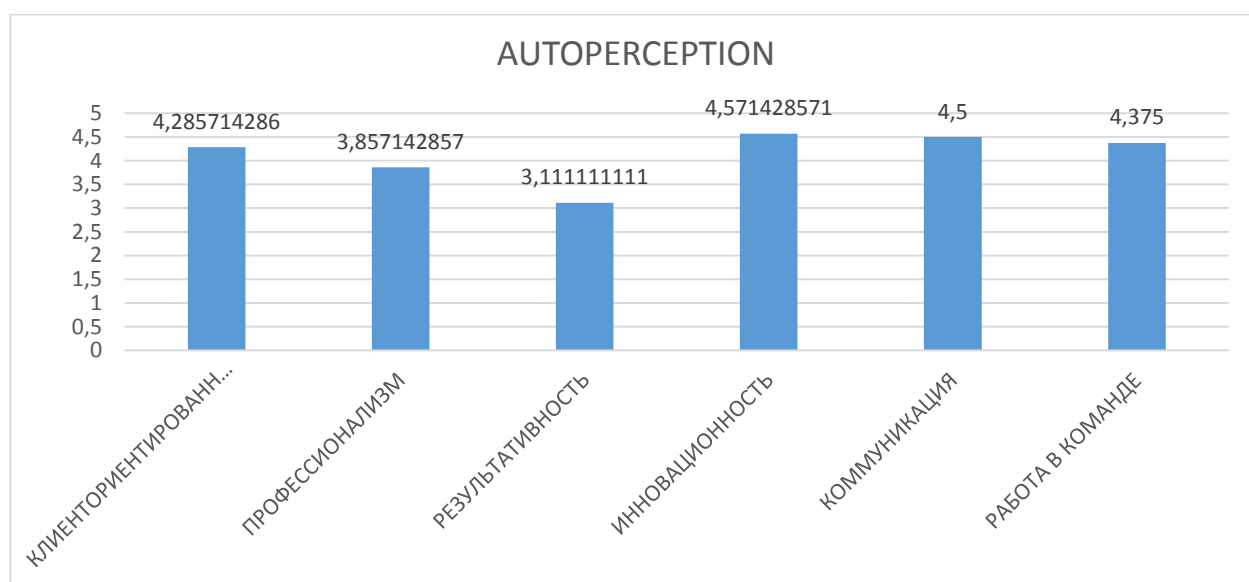


Figure 2.42 - Autoperception of the person 16

Kirill described above the desired average. He considered that one of its strengths is INNOVATIVENESS, since it is in the constant search for new opportunities and ways to improve the quality of the work, presents a positive attitude towards the changes and introduces important innovations, constantly monitors trends in the field of their activity, expanding the range of products and services. He actively participates in the activities of training, and put into practice the knowledge acquired. On the other hand, considered the competition's performance as its weakness.



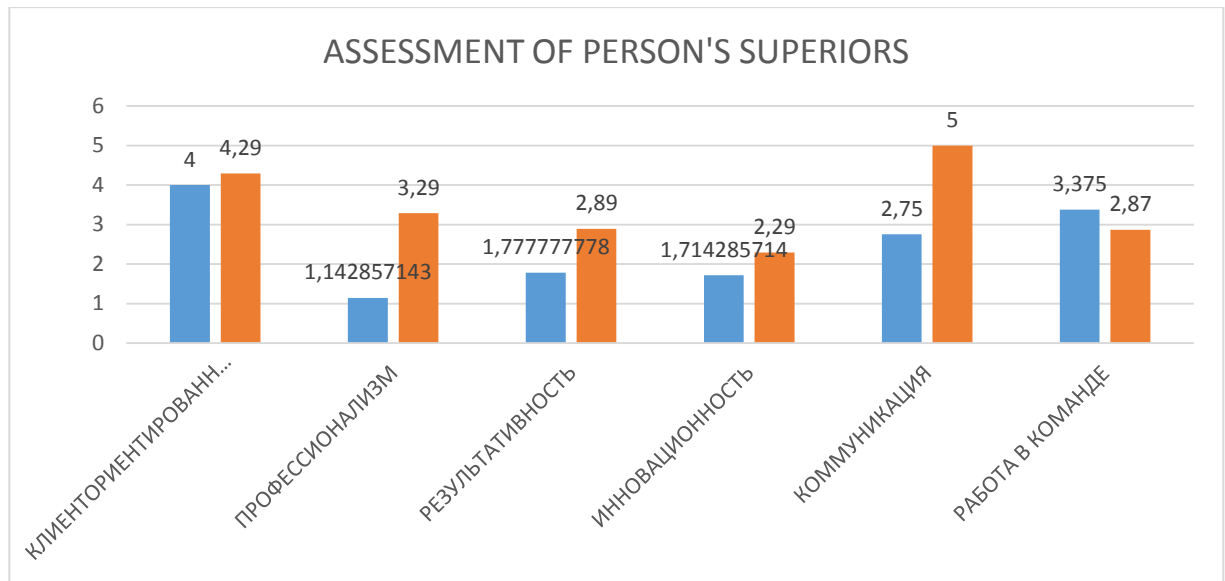


Figure 2.43 - Assessment of the boss

Thrown results of the evaluation of the superiors.

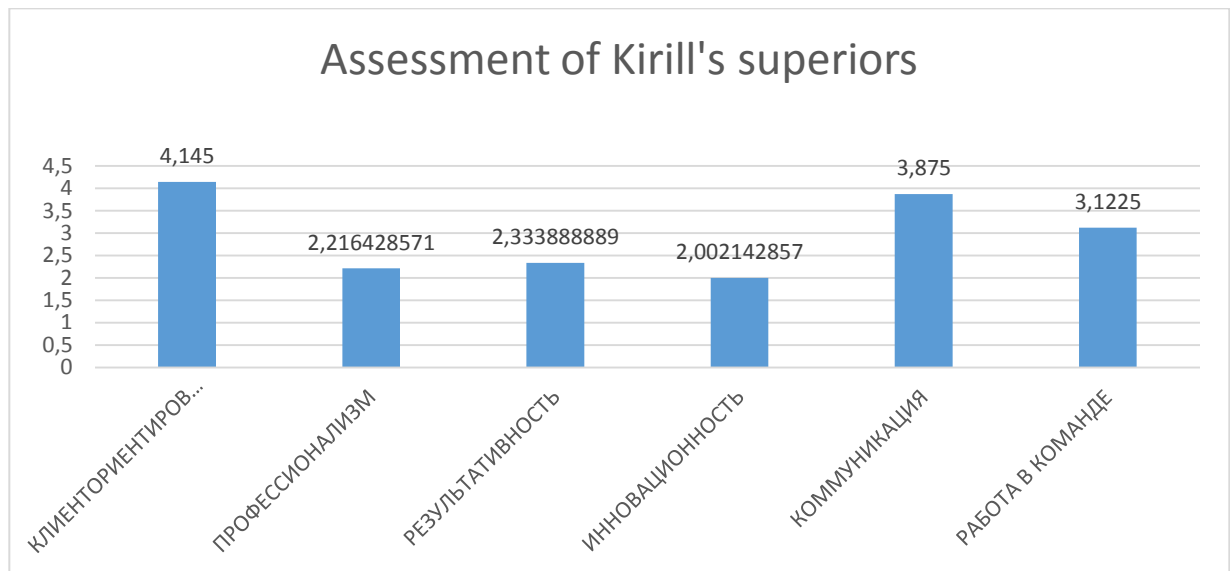


Figure 2.44 - Assessment of the boss

The top in average, consider having different areas of opportunity. Emphasizes the costumer focus competition, since, quickly find appropriate language with all customers identify and carefully meets all the needs of customers. On the other hand

he anticipates the expectations of the customer and provides all the services, products, in order to be constantly trying to expand the list of goods sold to the customer. Finally, in situations of conflict, try to find a mutually beneficial solution that meets the interests of both parties.

## General manager

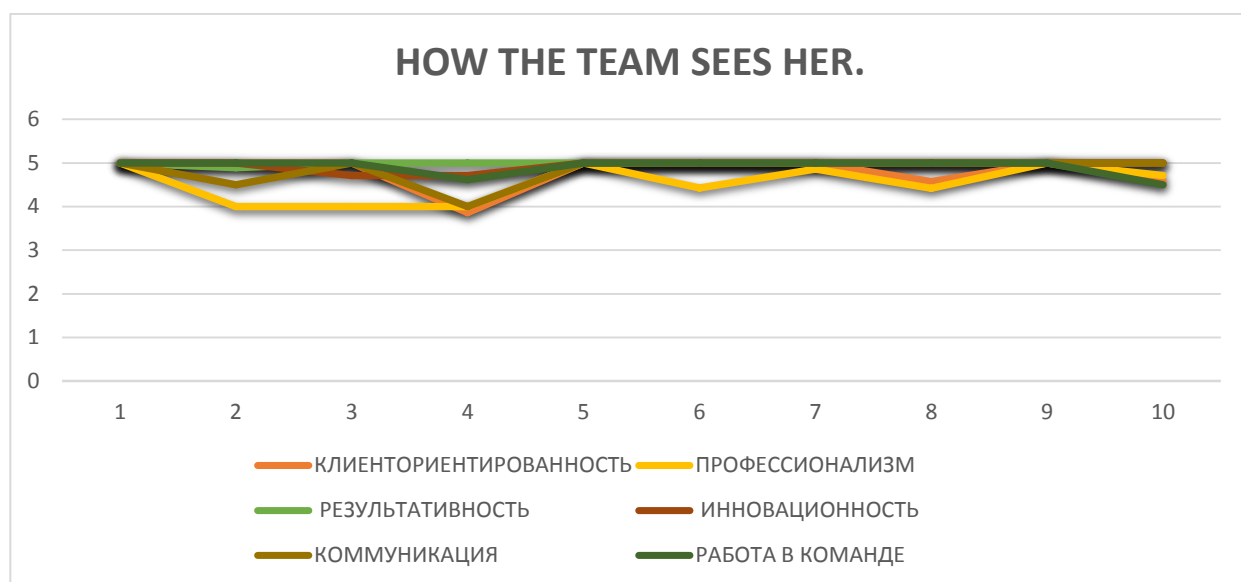


Figure 2.45 - Assessment of the team

Graphic of the results of evaluation.

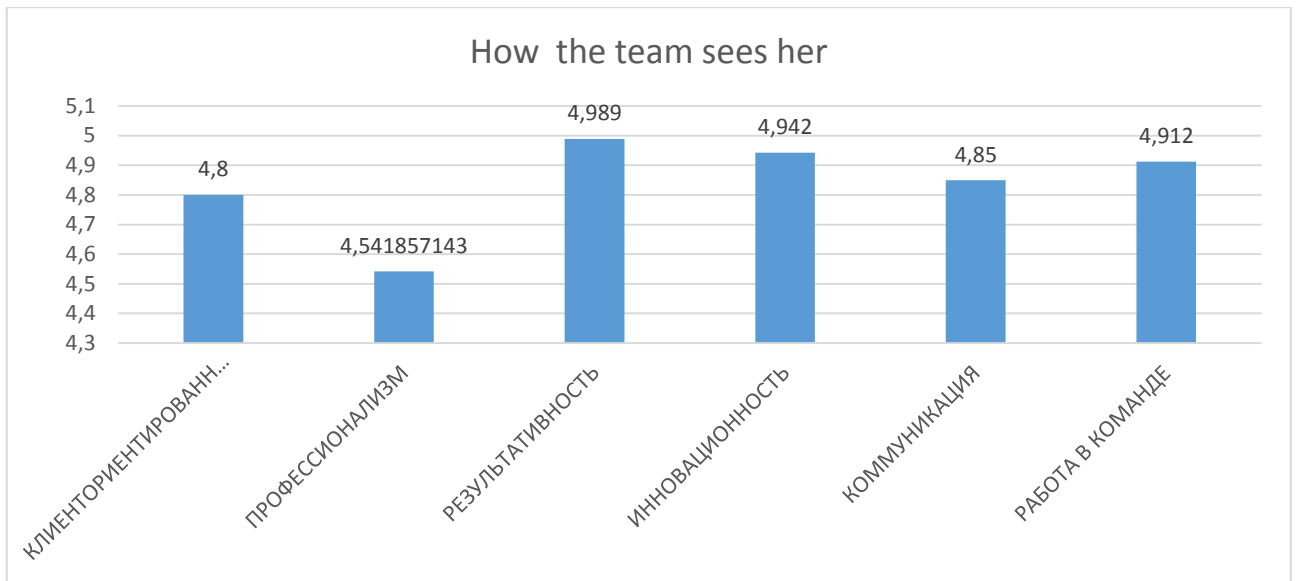


Figure 2.46 - Assessment of the team

You can see that in general the results of the assessment are very high, i.e., employees consider that Natalia is doing a good job.

### 3. RECOMMENDATIONS OF IMPROVING THE ORGANIZATIONAL COMPETENCES

#### 3.1 Model of competences

b)

Дата						
Имя:						
Имя Вашего коллеги по работе:						
Инструкции: Пожалуйста, ответьте на следующие вопросы, проверяя вариант, который лучше всего придерживаться вашей признательности вашей коллеге по работе.						
Помните, нет правильных или неправильных ответов. Результаты этого вопросника будут использованы для разработки плана, который принесет пользу работнику и компании.						
В разделе комментариев вы можете добавить некоторые советы или некоторые моменты, которые вы считаете важными.						
МОДЕЛЬ КОМПЕТЕНЦИЙ «МЕНЕДЖЕРА ПО ПРОДАЖАМ»:						
	5	4	3	2	1	0
<b>1. КЛИЕНТОРИЕНТИРОВАННОСТЬ - обеспечение открытости и честности во взаимоотношениях с клиентами:</b>						
- быстро находит общий язык со всеми клиентами						
- тщательно выявляет и удовлетворяет все потребности клиента, включая особые (поиск сложных и редких позиций, продуманная логистика, оперативная доставка и т.д.);						
- находит индивидуальный подход к клиенту, поддерживает с ним постоянную коммуникацию						
- предвосхищает ожидания клиента (делает чуть больше, чем от него ожидает клиент);						
- предлагает клиенту все услуги, продукцию, все новинки, стараясь постоянно расширять перечень продаваемых						
- вовремя получает обратную связь от клиента: если есть жалобы, то старается их удовлетворить, учесть недочеты на будущее, выслушать клиента, предпринять ответные меры						
- в конфликтных ситуациях старается найти взаимовыгодное решение, учитывающее интересы обеих сторон						
Комментарии:						
<b>2. ПРОФЕССИОНАЛИЗМ – обеспечение высокого качества работы:</b>						
- отлично знает продаваемый продукт (весь ассортимент) и оказываемые услуги						
- применяет разнообразные технологии поиска потенциальных клиентов, включая «холодные звонки»						
- имеет правильное / корректное / адекватное представление о том, что такое клиент, каковы его потребности						

Figure 3.1 - First part of model competences

- применяет разнообразные технологии поиска потенциальных клиентов, включая «холодные звонки»						
- умеет правильно/корректно/внимательно выставлять счета: умеет правильно считать количество металлопроката (переводить штуки в килограммы, метры в килограммы), используя металлургический калькулятор, стоимость, номенклатуру, веса;						
- умение правильно/грамотно выстраивать логистику (продумывать маршруты, сокращая время на доставку);						
- тщательно прорабатывает и контролирует все этапы процесса продаж: от звонка клиенту и получения заявки до отгрузки продукции и подписания товаросопроводительных документов						
- самостоятельно принимает все необходимые решения						
- берет на себя ответственность за все аспекты выполняемой работы						
Комментарии:						
<b>3. РЕЗУЛЬТАТИВНОСТЬ: обеспечение достижения поставленных целей:</b>						
- работает согласно установленному руководителем плану						
- правильно расставляет приоритеты для достижения поставленных целей						
- разрабатывает пошаговую стратегию для реализации поставленных задач						
- выполняет и перевыполняет план продаж, соблюдая установленные сроки						
- преодолевает любые препятствия на пути к поставленной цели						
- проявляет упорство в достижении цели в любых ситуациях, включая сложные, неопределенные и кризисные						
- проявляет стрессоустойчивость в быстроменяющихся ситуациях						
- своевременно исправляет ошибки при выполнении всех этапов работы						
- осуществляет промежуточный и итоговый контроль результатов своей работы						
Комментарии:						
<b>4. ИННОВАЦИОННОСТЬ: обеспечение инициативы, профессионального и личного развития:</b>						
- постоянно ищет новые возможности и методы улучшения качества работы						
- выходит за рамки имеющегося функционала и обязанностей, делает больше, чем от него ждут или просят (желание и стремление перевыполнить план, взять дополнительную работу и т.д.)						
- позитивно относится к изменениям и внедряет важные нововведения						

Figure 3.2 - Second part of model competences

- позитивно относится к изменениям и внедряет важные нововведения						
- добивается того, чтобы нововведения оказывали позитивное влияние и давали положительный результат						
- постоянно отслеживает новые тенденции в сфере своей деятельности, расширяет ассортимент продукции и услуг						
- активно участвует во всех обучающих мероприятиях, тренингах, семинарах						
- целенаправленно внедряет полученные знания в практику своей повседневной деятельности						
Комментарии:						
<b>5. КОММУНИКАЦИЯ – обеспечение эффективного общения:</b>						
- корректно выбирает стиль общения в зависимости от оппонента и ситуации						
- внимательно и активно слушает собеседника						
- выражается грамотно, ясно и точно						
- обеспечивает результативный переговорный процесс: от установления контакта до заключения сделки и разрешения спорных вопросов						
Комментарии:						
<b>6. РАБОТА В КОМАНДЕ – обеспечение эффективной совместной деятельности:</b>						
- быстро устанавливает контакты и поддерживает партнерские отношения с коллегами						
- внимательно выслушивает аргументы других членов команды						
- аргументированно высказывает свою точку зрения и корректно доказывает свою правоту						
- находит лучшие решения из всех предложенных вариантов						
- ориентирован на достижение общих, а не индивидуальных целей в команде						
- вовлекает коллег в принятие решений						
- делится необходимой информацией						
- в случае возникновения конфликтных ситуаций ищет компромисс, учитывая не только свои интересы, но и интересы всех членов команды						
Комментарии:						

Figure 3.3 - Third part of model competences

## **a) Model of competences (English)**

### **THE COMPETENCY MODEL OF SALES MANAGER:**

#### **1. CUSTOMER FOCUS - openness and honesty in relationships with clients:**

- quickly find a common language with all clients
- carefully identifies and satisfies all customer needs, including special (the search for complex and rare items, sophisticated logistics, prompt delivery, etc.);
- find an individual approach to the customer, support them with consistent communication
- anticipates the customer's expectations (doing slightly more than expected by the client);
- offers the client all the services, products, all new products, constantly trying to expand the list of sold items
- receives timely feedback from the client: if there are complaints, then tries to satisfy them, to take into account the shortcomings for the future, to listen to the client, to take retaliatory measures
- in conflict situations, tries to find a mutually beneficial solution that meets the interests of both parties

#### **2. PROFESSIONALISM – providing high quality work:**

- knows the product is sold (whole range) and services
- applies a variety of technologies of potential clients search, including cold calls"
- knows how to count (to transfer pieces to kilograms, meters to kilograms), use steel calculator
- has perfected and controls all stages of the sales process from call to the client and receiving the request to shipment of goods and signing the shipping documents
- independently makes all necessary decisions

- takes responsibility for all aspects of work performed

### **3. The PERFORMANCE: ensuring the achievement of the goals:**

- works in accordance with the leader plan
- correctly sets priorities to achieve goals
- develops strategy for implementation of the tasks
- meets and exceeds sales plan, meeting the deadlines
- overcomes any obstacles on the way to the goal
- demonstrates perseverance in all situations, including difficult, uncertain and crisis
- exhibits the ability to handle stress in fast-changing situations
- promptly corrects errors in the execution of all phases of work
- performs intermediate and final control of the results of their work

### **4. INNOVATIVENESS: providing initiatives, professional and personal development:**

- constantly looking for new opportunities and methods to improve the quality of work
- goes beyond the existing functionality and responsibilities, doing more than is expected of him or ask (the desire to surpass the plan, to take additional work, etc.)
- positive attitude to changes and introduces important innovations
- ensuring that innovations had a positive impact and gave a positive result
- constantly monitors new trends in the sphere of its activity, expanding the range of products and services
- actively participates in all educational activities, trainings, seminars
- intentionally implements the acquired knowledge in their daily practice activities

### **5. COMMUNICATION – ensure effective communication:**

- correctly selects the communication style depending on the opponent and situation
- carefully and actively listen to the interlocutor
- is expressed properly, clearly and accurately

- provides effective negotiation process: from establishing contact to the transaction and resolve disputes

## **6. TEAMWORK – ensure effective collaboration:**

- quickly establishes contacts and maintains partnerships with colleagues
- listens carefully to the arguments of other team members
- convincingly expresses his point of view correctly and proves his innocence
- finds the best solution of all the options
- focus on the achievement of shared and not the sole goals in the team
- involves colleagues in decision making
- shares the necessary information
- in case of conflict looking for a compromise, considering not only their interests but also the interests of all team members

## **3.2 Individual recommendations**

Person 2. General training of all skills, and follow-up.

Person 3. General training of all skills, and follow-up.

Person 4. Skills training: Professionalism and performance.

Person 5. General training of all skills, and follow-up.

Person 6. Training of competencies: performance.

Person 7. General training of all skills, and follow-up.

Person 8. Training of competencies: performance. You are also invited to give greater recognition to the employee, since it evaluates is significantly below the top brands.

Person 9. General training of all skills, and follow-up.

Person 10. General training of all skills (except for communication) and follow-up.

Person 11. General training of all skills, and follow-up

Person 12. Training of competencies: performance.



Person 13. Training of competencies: performance, costumer focus and professionalism.

Person 14. Training of competencies: performance and communication.

Person 15. Training of competencies: performance, communication, and teamwork.

Person 16. General training of all skills (except for costumer focus) and follow-up.

### **3.3 Recommendations in general**

a) Are encouraged to carry out training for competitions, (for staff requiring it) "where the idea of competition as a training use it, for example, the human resources managers to highlight the degree of preparation, know-how, knowledge and expertise of a person, as a result of learning." [21].

Mertens [22], the training competency-based approach is more personalized, and the individual can attach their attributes and their personal skills with the needs of the company.

Features:

- The evaluation criteria are derived from the analysis of competences, their conditions explicitly specified.
- It is practical in origin.
- Instruction is directed to each competition and an evaluation for each competition
- Assessment takes knowledge, attitudes, and performance as the main source of evidence.
- Instruction is individualized to the maximum.
- Learning experiences are guided by a frequent feedback.
- The emphasis is on the achievement of concrete results.
- Instruction is done with teaching material that reflects real, and experiences work situations at work.

- Education must be less aimed to expose issues, and more to the learning process of the individual (practice).
- Its implementation must be governed by results

**b)** Creation of a training by competences to the company in general, about the competence of **performance**. Rinse with more specificity, which is what the company requires employees in this competition.

**c)** Evaluation of skills every 6 months on scores greater than 4.5.

Evaluate every 3 months for scores between 4 and 4.5.

**d)** Create feedback of the relevant person to further competence assessment results.

**e)** Continuous evaluation and assessment

## CONCLUSIONS

The initiation of this investigation began with interest maximum organization, that facilitated the process of work, since the cooperation provides a better area of knowledge, because there are proposals and opening by both sides.

In regards to Human Resources Management, we can say, although it is not completely different from what is done at the international level, it is important to perform an acculturation. It is well known that companies worldwide are looking for success, but what you runs a company, not exactly will work you to another. There are cultural factors, market, money, among others, affecting, and there lies the importance of such studies, since they are adapted to the needs of the company.

The competency model provides a number of data that allow to strengthen the essential skills for excellent performance in the individual training. The comparison between the competency model and competencies that the individual has actually highlight the difference is the result between current performance and that it should be, and in this way the training is identified or training must be covered. Therefore, the previous is considered really important work done in the organization.

Undoubtedly, the main contributions of the competency-based human resources management is the integration of competencies human resources systems and since this facilitates alignment of the behavior of the Organization's strategy. People will be selected, trained, developed, and evaluated on the basis of these behaviors that will partner with a successful performance on the job and help the organization achieve its objectives.

This research presents the first step of the competency model and is the responsibility of the Organization, a follow-up is timely and accurate; and with this ensure future success and growth of the company.

## BIBLIOGRAPHY

1. P. y. V. G. CRUZ, La gestión por competencias una nueva herramienta en la planificación estratégica del recurso humano, 2001.
2. The Small Business Treasure Chest Inc., «Belgotec,» The Small Business Treasure Chest Inc., 2007. [En línea]. Available: <http://www.belgotec.com/>. [Último acceso: June 2016].
3. Malcolm Tatum, 2003-2016 Conjecture corporation, «What is human resource management?,» 2016.
4. D. J. Cherrington, The Management of Human Resources, Englewood Cliffs: Prentice-Hall, 1995.
5. B. Hall, The new human capital strategy, 2008.
6. R. Lucia Anntoinette and Lepsinger, The art and Science of competency Models., USA: JOSSEY-BASS PFEIFFER, 199.
7. L. M. A. S. S. Spencer, M. Competence at work, models for superior performance, USA: John Wile & Sons, Inc., 1993.
8. M. Alles, strategic management of human resources, Granica, Argentina, 2000.
9. Dalziel, M.; Cubeiro, J.C. y Fernández, G. (Coord) Hay Group , The competences: The key for Human Resources, Bilbao, 2000.
10. A. Carretta, Las competencias: Clave para una gestión integrada de los recursos humanos, Deusto S.A, 1996.
11. M. I. R. R. I. (IRRI), Training and technology transfer course performance objectives manual., 1990.
12. B. R. E. A. W. W. & B. B. E. Rama, Training of farmers and extension personnel., In R. K. Samantha, 1993.
13. A. H. a. M. M. Ali, Training and Professional development, 1998.

14. V. Malone, Inservice Training and staff development, B. E. Swanson , 1984.
15. W. R. Van Dorsal, The successful supervisor, New York, 1962.
16. A. Siliceo, Ante los desafios del siglo XXI, modelos, sistemas y técnicas de actualidad para las organizaciones., 2006.
17. W. B. W. a. K. Davis, Administración de recursos humanos, 2008.
18. G. D. y. R. Varela, Administración de los recursos humanos, Pearson, 2011.
19. S. Alfonso, Capacitación y desarrollo de personal (4ta edición), México: Ediciones Limusa, S.A de C.V., 2010.
20. G. B. y. S. Snell, Administración de Recursos Humanos (14a. Ed.), México: Cengage Learning, 2008.
21. C. LEVY-LEBOYER, Gestión de las competencias, 2000-2003.
22. L. Mertens, La Gestión por Competencia Laboral en la empresa y la formación profesional, 1997.
23. LEVY-LEBOYER, Claude. Gestión de las Competencias. Editorial Gestión 2000. 2003. P. 8
24. AGUINIS, Herman; KRAIGER Kurt. Benefits of Training and Development for Individuals and Teams, Organizations, and Society. Annual Reviews. 2009. 10.1146/annurev.psych.60.110707.163505 p.7
25. ALLES Martha Alicia, Dirección Estratégica de Recursos Humanos, Gestión por Competencias, Editorial Granica. 2004.